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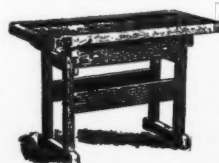
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending September 7, 1907

No. 8

OSSIAN LANG, Editor.

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Survival by Education.

When THE SCHOOL JOURNAL declared five years ago that trades-unions would, in the course of time, develop from their primitive, crude militancy, into educational institutions for the training of experts, the idea was regarded by many as a Utopian day dream. But the progress has been clearly in the direction that was then indicated. Several unions have already begun the promotion of self-improvement of its members along the lines of their chosen work. The *Denver Republican* now reports the resolution of the Typographical Union to establish trade schools thruout the country, for the instruction of apprentices. The support of trade schools will ultimately be a vital object of every trades-union. There can be no survival on any but educational grounds.



The Teachers of Teachers.

It is always a mistake to invite politicians to address a teachers' institute. Partisan intensity is almost invariably a predominant characteristic of the successful politician. In these days of organization the man who thinks his own thoughts in politics must either be President of the United States or have reached the ultimate height of his ambitions otherwise. The results of inviting a politician are not always as embarrassing as at the Alleghany County Teachers' Institute, with Senator La Follette of Wisconsin. Institutes are held for profit to the teacher. There is no need of going outside of the educational field for speakers. The principal qualification of the helpful institute instructor is an educational attitude towards whatever questions are presented for discussion.

Senator La Follette must have been exceedingly tactless. "He had been warned," he said, "not to be partisan in his speech. But," he continued, "I want to say to the superintendent and county officials just what I think." County Superintendent Hamilton quietly but firmly insisted that the institute was no place for partisan politics. After a dull peroration lasting about an hour, the Senator drifted into partisan declarations, anyway, and was asked to cease speaking. He then informed the audience that he would tell what he had to say out-of-doors, and he spoke to those who followed him from the steps of Carnegie Music Hall, for an hour and a half more. Superintendent Hamilton's unpleasant experience ought to be sufficient for institute managers the country over.



Where Massachusetts Leads.

Massachusetts is the leader in the industrial training movement. The reports of her State Commission are the best literature to be found on the subject. The most recent one is that of the

committee which investigated certain industrial educational conditions in some of the more important European countries. THE SCHOOL JOURNAL will print during the month a summary of the report which gives observations obtained at first hand. Germany and Belgium appear to do especially fine work. It is interesting to note that in Germany the insistence is upon a proper blending of educational and industrial purposes. The industrial school for girls at Brussels is pronounced one of the most markedly successful schools visited by the committee. It is to be regretted that Denmark, Sweden, and Norway were not on the committee's route of investigation. Italy, too, has much of interest to contribute. Perhaps Massachusetts is less interested in the phases of industrial work that predominate in these countries. The committee confined itself to England, Scotland, Ireland, Holland, Belgium, France, Switzerland, and Germany.



A School for Self-Respect.

Under the superintendency of Carleton B. Gibson, the schools of Columbus, Georgia, have made some valuable contributions to education. Mr. Gibson has now recommended the maintenance of a special school, under the authority of the Board of Education, for youthful offenders against the law. To confine these young people in penal institutions is, of course, a serious wrong; it cheats the future out of some first-rate material for useful citizenship, aside from crippling lives that might have shared in the sunshine of this world. Corporal punishment is the refuge of the ignorant who lack educational resourcefulness. Admonition and chiding are ineffective. Mr. Gibson presents this plan:

I am of the opinion that the next step in the development of our school system should be the providing of a special ungraded school for youthful offenders who come before the police authorities. This school should be under the board of trustees, and a part of the public school system, and should be also adjunct to the police court. It should be in a remote quarter of the city, where ample grounds should be provided, and should be a special industrial and agricultural home school. In the beginning one person, if the proper person could be found, could take charge of the school and attend to all of its duties until the number of pupils became large enough to justify the increase of the force and of the cost. It should not be designated as a reform school, a reformatory, or a truant school, or by any term which would lessen the self-respect of the young offender. The school should do everything in its power to develop self-respect. In such a school, properly managed, doubtless many children, some of them of well-to-do families, who have not seriously offended against the laws of the land, might find their greatest opportunity for the development of character.

The plan is certainly worth a trial. Every child saved by education is an addition to the wealth of the world.

The Denver Superintendency.

Denver has done it. Louis C. Greenlee is no longer superintendent. He is succeeded by Charles E. Chadsey. It seems cruel and wrong to dispose of as faithful a schoolman as Mr. Greenlee so abruptly. He has served the city of Denver for a long term of years. On Mr. Grove's retirement four years ago he became superintendent. He was very popular in the National Educational Association, and was treasurer at one time. He was defeated for re-election as superintendent by only one vote. His local business interests as vice-president of a financial institution which has shown encouraging development will probably hold him in Denver for sometime.

Mr. Greenlee deserved better things of the city whose system of schools he helped build upon a good foundation. THE SCHOOL JOURNAL extends to him best wishes for his future.

Dr. Chadsey is a progressive educational leader, with an unusually comprehensive and thoro preparation for his life work. He is a graduate of Stanford and Columbia Universities and has taught in Colorado for thirteen years. He will no doubt make a splendid superintendent. He combines in his personality the elements that make for strength in the teaching profession. Let us hope that Denver will give him hearty support and treat him more considerably than she has his predecessor.

Dr. Groszmann's pioneer work in the training of defective children has won deserved recognition at the hands of the N. E. A. A special committee, of which he is a member, has received an appropriation of \$500 for the investigation of the problem of the atypical child.

The New York Board of Education has decided that from the fourth to the eighth year inclusive, pupils should devote not less than thirty minutes to study each day. The Board recommends principals to see that the time specifically given to subjects requiring preparation should not be used only for recitation purposes, but also, as occasion may require, for purposes of study.

THE SCHOOL JOURNAL publishes once each month a number devoted to the interests of high and secondary schools. It is the only periodical in existence that takes up matters of practical interest to high school teachers. The material supplied is of such a character that it can be used directly in the every-day life of the school-room.

The tendency, as one goes over the same high school studies year after year, is to allow the work to become a matter of routine. The result is that pupils lose interest, and the value of the teacher's work is lessened thereby. The High School number of THE SCHOOL JOURNAL is a method number. The first for the present school year will be issued under date of September 28. The present volume will take up matters of interest to the teacher of physics, literature, Latin, Greek, modern languages, mathematics, and civics. No progressive secondary school teacher can afford to miss these monthly issues of THE SCHOOL JOURNAL.

Two hundred thousand text-books have been bought by the city of Pittsburg for the 40,000 children in the schools. Forty-five cents is the maximum amount fixed by the Central Board of Education for supplies, which include pencils, ink, pens, paper pads, and slates. The slate has not yet disappeared. Six thousand slates were used in the schools last year.

The rumor is circulating that Calvin N. Kendall has resigned from the superintendency at Indianapolis to go into the school book business. The only foundation for it is that Assistant Supt. F. S. Hoyt has accepted a position in the editorial department of Houghton, Mifflin & Company. George A. Mirick, of Newton, Mass., succeeds him. Mr. Hoyt has done excellent work at Indianapolis. He has kept in close touch with every important development in the school field. He is to be congratulated on the flattering offer that was made to him, tho his acceptance of it means a distinct loss to the schools of Indianapolis.

Alabama's decision that county superintendents must have an educational qualification, and must inspect the schools under their care, may seem rudimentary. But the question with which the State had to deal was vital, and from the attitude of the Legislature at one time it seemed that these conditions, rudimentary and fundamental tho they be, were not to be required. The better sense of the community prevailed, and tho present incumbents are exempted, they will, if deficient, now have to qualify before they can stand for re-election. In time, therefore, there will be a reformation of existing conditions. The Legislature and the State are to be congratulated in escaping from a position so discreditable as that taken by former action upon the bill.

The New York City Board of Education is to extend its co-operation with the Association for the Aid of Cripples by organizing classes for such children, in Public School 27, East Forty-second Street; Public School 51, West Forty-fourth Street; and Public School 67, West Forty-sixth Street, Manhattan.

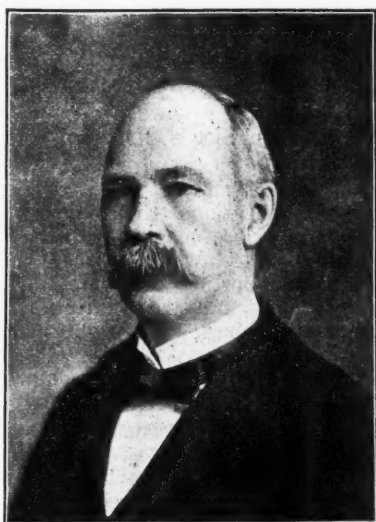
Classes are now in successful operation in Public School 104, Sixteenth Street and First Avenue, Manhattan, and the Board of Education has exercised partial control over the East Side and Madison Avenue schools for Crippled Children.

The Association is to convey the children to and from school, and to provide trained nurses for their care during school hours.

Mrs. Julian Heath, President of the League for Home Economics, suggests that a study-room, to be open afternoon and evening, be set apart in each public school, that this room be supplied with dictionaries, and other necessary books of reference, and that it be placed in charge of a teacher who can give judicious help to the children. Mrs. Heath has addressed a letter to the New York Board of Education, in which she points out that not only the children of the tenement houses, but the children of the well-to-do, lose a great deal from the lack of proper places to study.

Supt. C. Moore, of the Los Angeles city schools, is delivering this month a series of lectures in the City of Mexico, on "Public School Systems of California."

Dr. Moore has taken an active part in the movement which aims to establish more cordial relations between Mexico and California. He was invited to deliver the lectures in appreciation of the courtesy paid Mexico by California, when Señor Chavez, Under Secretary of Education for Mexico, was invited to address the University of California Summer School of 1906.



LOUIS C. GREENLEE

Who was for four years superintendent of the schools of Denver, Colorado.

Franklin's Bequest.

The Franklin Union, to be established in Boston, promises to be a most useful institution.

The purpose is to afford an opportunity for the practical training of mechanics, draughtsmen, and stationary engineers, and to fit young men to become skilled and intelligent artisans and workers in whatever trade they undertake.

The building will be four stories high, and will be of brick and stone. The basement will contain a model boiler room, a steam and hydraulic laboratory designed for the education of stationary engineers; and an automobile laboratory, with equipment for experiments for steam, oil, and electricity; an electrical laboratory, and a clay modeling room.

Class-rooms will be distributed thruout the building on every floor, and there will be large draughting rooms, studios, laboratories, and special lecture rooms for chemistry and physics.

The school will be used, as far as can be determined at present, mainly for evening work, and the finest possible equipment for lighting the class and draughting-rooms will be installed.

A codicil to Benjamin Franklin's will, date June 23, 1780, left £1,000 to Boston. Franklin calculated that this sum would, in the course of a hundred years, amount to £131,000. He provided that of this amount £100,000 be used for public purposes, and £31,000 be allowed to accumulate.

At the end of the hundred years the sum actually amounted to \$391,168.68, and a pro rata division was made. In 1904, the sum was \$408,396.48, which was doubled by a gift from Mr. Carnegie. Now Boston is to have one of the finest trade schools in the country, thru the far-sighted generosity of the philosopher of the Revolution.

A False System of Education.

"My department in the *Woman's Home Companion*, 'For the Girl Who Earns Her Own Living,'" says Anna Steese Richardson in her September contribution, "brings to my desk from would-be wage earners hundreds of letters every month. Less than five per cent. bear the post-office stamp of large cities. About fifty per cent. come from small cities, towns, and hamlets, and contain inquiries about business colleges, training schools for various trades,

and avenues of wage earning in larger cities. The remaining forty-five per cent. come from farms, and their burden is: 'I cannot stand the monotony of farm life, and in this small community there is absolutely no way in which I can earn enough money to escape.'

"Escape!" That is the war cry of the inexperienced, restless, intractable girl of to-day. She has vague ideas of what she is trying to escape, but generally speaking it is what she terms the monotony of a domestic existence, which is in reality her apprenticeship in the art of home making.

"This article is not intended as a reproach upon the girl herself, but rather upon the false system of education, the abnormal economic conditions which force her into such a position and such beliefs.

"Study the average household in cities, large and small, in county seats or in towns which can boast of unimportant industries giving employment to women. To what end is the girl given an education? Almost invariably to fill some position in the commercial or professional world. Statistics prove that comparatively few girls go beyond the grammar grades. At sixteen they graduate into a business college, shop, factory, or office."

Spanish Traveling Farm Schools.

Mr. B. H. Ridgely, consul-general at Barcelona, furnishes the following chapter on the new agricultural movement in Spain:

"The general progressive movement in Spain—a movement which goes slowly but surely—is expressed by a recent Government order creating a sort of ambulating school for teaching scientific farming in the remote agricultural districts of the country. A course of experimental and practical instruction is to be given every year by itinerant lecturers, selected from among the agricultural engineers at the district schools of agriculture.

"In the months of January and February of each year, the directors of these schools are required to report to the department of agriculture at Madrid, giving the program of the lectures intended to be given during the ensuing twelve months, with an estimate of the cost, including traveling expenses, and remuneration of the teachers, and transport of the agricultural machinery or appliances which it may be considered advisable to carry to those remote villages where the practical instruction is to be given."



DR. CHARLES E. CHADSEY
Superintendent-elect of the schools of Denver.

Our Indian Schools.

By MARY RICHARDS GRAY.

During the first hundred years of our national history, the education of the Indian was left wholly to religious bodies. When the Government began taking an interest in the question, instead of establishing independent schools it made contracts with these different sectarian institutions to educate so many, and appropriated Government funds to pay the bills. By degrees this contract system expanded, until in 1892 the cost was \$611,570, more than one-fourth of the total Indian school budget voted by Congress. Then came widespread popular agitation against giving the Indian a sectarian education by means of Government aid. In 1895 this agitation took form in a bill looking to the establishment of a national policy in opposition to aid and appropriations were cut down by a yearly percentage until 1901, when they ceased altogether, with the exception of two schools, St. John's and St. Louis's, on the Osage Reservation, which in 1898 ceased to be charges on the general fund, and at the request of the Indians themselves was charged against the Osage tribal funds.

The United States Government, out of special and general appropriations and treaty funds, maintains three classes of schools: non-reservation boarding-schools, reservation boarding-schools, and day schools. In some few cases tribal funds are used to support mission schools. There are some mission schools supported by religious and philanthropic organizations. In New York Indian education is under State control, and in the Indian Territory, where formerly the Government and the Tribal Government had a dual control of schools, since the passing of the Tribal Government in March of this year schools are undergoing reorganization.

The largest Government institutions are the non-reservation schools which are outside of Indian reservations. Of these there are twenty-five, with a capacity of 8,250, an enrollment of 9,736, and an average attendance of 8,236. The largest of these is the Haskell Institute in Lawrence, Kansas, where there are 1,127 pupils. The second largest is at Carlisle, Pennsylvania, which in point of time was the first of schools of this class, having been opened on the first of November, 1879.

On the reservations there are now ninety-three boarding-schools with an enrollment of 11,039, and an attendance of 10,030. With the exception of four schools in Wisconsin, and one in North Carolina, all are west of the Mississippi.

Of day schools there are 139, with a combined capacity of 4,874. These, too, with the exception of three in Wisconsin, are all on the frontier.

Sometimes arrangements are made to have Indian children attend the public schools, always with the consent of the school authorities. In the cases of some few Indians who are welcomed by teachers and pupils, things go very well, but oftener than not the tendency is to put the children in classes by themselves. The full bloods, who come from homes in which sanitary ideas do not prevail, soon find out that the whites have an aversion to them, and things do not go any too well. Of these pupils there are now only eighty-four, and they are in the schools in Thurston and Knox Counties, Nebraska, and Stanley County, South Dakota.

Tribal funds, divided pro rata, support nine mission schools with a membership of 935 pupils. These are all Catholic missions, with the exception of one run by the Lutherans, and are among the

Menominees, Osages, Sioux, Northern Cheyennes, and Quapaws.

Of mission schools supported by religious and philanthropic organizations, the majority are on the reservations in close contact with the Indians, or only a short distance away. In these the tenets of the churches supporting them are taught, and less stress is laid on industrial education than in the Government schools. There are thirty-nine mission boarding and six day schools, with an enrollment of 3,363 pupils, thirty-six of which are Catholic missions.

On reservations there are within the State of New York about 5,000 Indians. Their schools are wholly under State control. In the Indian Territory the schools of the Five Civilized Nations, since the passing of the Tribal Government, are in a chaotic condition, and will be until full organization is completed.

Exclusive of the Indians in New York and the Indian Territory, there is now in Government schools, thruout the West principally, between 30,000 and 40,000 children. Since the year 1877 there has been almost a steady increase in the Indian budget, which was originally \$20,000, and now is more than three and one-half million dollars.

It is interesting to note the list of employees necessary to take charge of these wards of our nation, and to compare the numbers of whites and Indians.

Supervisors, whites, 7, and Indians, 0.
 Superintendents, whites, 117, and Indians, 1.
 Assistant superintendents, whites, 14, and Indians, 1.
 Clerks, whites, 56, and Indians, 18.
 Physicians, whites, 29, and Indians, 1.
 Disciplinarians, whites, 28, and Indians, 13.
 Teachers, whites, 450, and Indians, 50.
 Kindergartners, whites, 41, and Indians, 1.
 Manual training, whites, 1.
 Matrons and housekeepers, whites, 215, and Indians, 37.
 Assistant matrons, whites, 116, and Indians, 49.
 Nurses, whites, 31, and Indians, 2.
 Seamstresses, whites, 113, and Indians, 43.
 Laundresses, whites, 88, and Indians, 59.
 Industrial teachers, whites, 68, and Indians, 34.
 Cooks and bakers, whites, 144, and Indians, 73.
 Farmers and bagers, whites, 50, and Indians, 13.
 Blacksmiths and carpenters, whites, 65, and Indians, 34.
 Engineers, whites, 55, and Indians, 27.
 Tailors, whites, 9, and Indians, 6.
 Shoe and harnessmakers, whites, 16, and Indians, 20.
 Gardeners, whites, 19, and Indians, 6.
 Dairymen, whites, 7, and Indian assistants, 44.
 Superintendents of industries, whites, 3.
 Teachers of agriculture, whites, 6.
 Day school inspectors, whites, 3.
 Miscellaneous positions, whites, 6, and Indians, 85.
 Totally, 2,416. 1,814 whites, and 602 Indians.

The question of what Indian education shall be is one on which authorities differ. Those connected with the missions wish to lay stress on religion; many deeply interested in education think scholastic training proper; those more practically inclined argue that very little of the three R's is necessary, and that practical work tilling the soil and learning to be a handy, all-around farmer, is of much more importance. The tendency in all the schools is towards more manual, and less scholastic work.

Private Schools as Leaders.

By ARTHUR GILMAN.

I am writing from a New England town in which there is a high school. It has one teacher. There are three other schools in the same building with his, but they are quite independent of him. There is no person in authority who can exercise discipline over the boys and girls of the four schools. The school committee alone can do this. The numbers are small, it is true, and the disadvantages are therefore reduced to the lowest limit, but they exist. Would this be permitted in any private institution? It exists here only because there is no person in the town who is sufficiently interested to press for improvement.

A few years ago in a certain city, twenty-five hundred children were deprived of a text-book in geography, because one-half of those authorized to decide what book should be used voted for one and the other half for another. No wonder that Mr. Gilbert said, in the *Forum*, that the administration of public schools is absolutely, "recklessly, and dreadfully incompetent," and that "school affairs are so badly administered that any private or corporate business so managed would fail." Private schools are not so managed. Of course, it must be allowed that public schools are following the private institutions in an effort to reform.

We have read of a public school in New York grandly arranged to accommodate five thousand children. Architecturally it was much to be admired. Every convenience was included. There was a wrought-iron gateway, a beautiful court, a superb staircase, and classrooms in which a single teacher was expected to give instruction to fifty or more girls and boys. Just now one hears of such a building for four thousand children, in Chicago, where we have seen it stated in the Schoolmaster's Club that fifty-five or sixty pupils are often found in a room. Such crowding is not found in private schools, and there is a rising tide of protest against it by those interested in public schools.

It is a cause for wonder that public schools give such good results as they do when they are managed in the way they are, when the teachers are so overcrowded with pupils that they cannot give attention to the different habits and mental workings of their pupils, and when, in some instances, there is no authority that can exercise discipline. Mechanical instruction is better than none; but the private school would not be growing in numbers with such phenomenal rapidity as it is at this time, if there were not dissatisfaction with the public institution.

"Education," when discussed in America, is held to mean public school education; but thousands of girls and boys are not in those schools. The pri-

vate school must be recognized as an important factor in American education. The opportunity of the teacher is greater in the private school than anywhere else, tho it is doubtless not always made the most of; but teachers are discovering the possibilities, and private schools are improving all the time. I have seen them scorned by public-school officials, but they can learn much from them.

The Hon. Leslie M. Shaw, ex-Secretary of the Treasury, says that there is no logical reason in the United States for financial or industrial depression. He says that our farms produce more than \$6,500,000,000 a year. Our mines yield more than \$1,500,000,000. Our forests yield more than \$1,000,000,000.

None of these sources of wealth have been exhausted. The output of American factories in other than food products, is about \$12,000,000,000.

The railroads earn more than \$2,000,000,000, and are all in successful operation.

All that is wanted to ensure continued prosperity is confidence on the part of the people.



The Chancellor of Oxford University.
A suggestion to some of our own Prexies.

Plea for the Fraternities.

GOOD POINTS OF SECRET SOCIETIES OF STUDENTS.

[New York Sun.]

WILLIAMSTOWN, Mass.—The upper class club system at Princeton was described in the *Sun* recently. Here is an account of its rival development, the college fraternity, which may be said to have become a factor in the social life of the American college when Kappa Alpha was founded at Union in 1825.

This form of the student club, which was ruled out of Princeton at a time when it was threatened to become an academic evil, has in other colleges met with increasing popularity and success, until its aggregate membership roll, including the dead and the living, now numbers more than 250,000 names. In many ways it closely resembles the Princeton Club, but its adherents attribute to it a more useful place and influence in the college world.

In point of luxury it is not much behind the Princeton Club. The Chi Psi house at Cornell, which burned down last winter, was said to have cost \$250,000. It was the finest fraternity house in the country. At both Columbia and the Sheffield Scientific School, the home of Delta Psi—generally known as St. Anthony Hall—is noteworthy and other examples of fine fraternity architecture are plentiful thruout the country.

Here the fraternities have taken possession of Main Street with its extensive lawns and towering elms, and the fraternity houses in dignity and beauty are quite on a level with the college buildings. Kappa Alpha, thru its recent purchase of the colonial Proctor mansion, takes the lead for expensive quarters, tho its new move in this direction has been much criticised. This house contains fifty-three rooms, and is said to have cost \$120,000 when erected a few years ago, and the land about it is easily worth \$40,000 more. House and land were purchased this year for about \$60,000.

Other notable fraternity houses are the Sigma Phi house, valued at about \$100,000, and the home of Alpha Delta Phi, which is often pointed out as the finest adaptation of the colonial style to the needs and uses of the college fraternity. The other lodges—there are twelve in all—possess each some distinctive feature that lends a charm of its own.

As at Princeton, there appears the same constant desire for more expensive quarters, so that now there are two new houses in course of erection, and other societies have the same move in contemplation. But even now, tho there are degrees of luxury, the interior of almost every house has its own atmosphere of ease and comfort.

Years ago, when the Greek letter fraternities first sprang into prominence, they met with opposition on all sides. They were few in number, and tended to exclusiveness and arrogance, a spirit contrary to all ideals of democracy in college life. Almost immediately a student organization opposed to their methods arose in every college where they existed, soon uniting under the motto "*Dikaia Upotheke*" (justice our foundation), to form a new national fraternity known as Delta Upsilon.

Almost seventy-three years old, this fraternity is now represented by chapters in thirty-seven colleges and universities, and is one of the strongest and most prosperous in the country. To-day it differs little, if at all, from the other fraternities, and the advocates of the system point to this fact as evidence that the old evils of fraternity life have disappeared.

And members of Delta Upsilon heartily acquiesce in this. Extreme secrecy, snobbishness, exclusiveness, are less and less sought after by fraternities because they have been found to be in the end harmful.

With the increased number of societies at an institution the strength of any one of them must depend, first of all, on the extent to which its members are known and liked thruout the college body. The first thought of a fraternity nowadays, next to seeing that its men satisfy the requirements of the curriculum, is to make them get out into college activities and mix with their fellow students in a democratic way. In other words, the aim of the fraternity is to secure for its members a reputation for congenial temper, character, and energy, so that when lined up with the other societies they shall rank as a fine set of men.

Now, while this bears a close resemblance to the aims of an upper-class club at Princeton, in other ways, say fraternity men, the two forms are widely different in their effects. Under the Princeton system members are chosen at the end of sophomore year, and those who have failed of an election at that time—and there must necessarily be many—are apt to feel that they have been tried and found wanting by their fellow-students. Inevitably, college spirit is weakened.

It is claimed for the fraternity, on the other hand, that it is a far more agreeable presence to the man who is not a member. In most colleges a fraternity elects nearly all its new members as soon as they enter college, or within a month or so afterward.

The basis for judgment is by no means adequate. Sometimes a new man has a friend in the fraternity, sometimes his personal appearance and manners gain him admission, and sometimes he comes with a reputation for proficiency in athletics or literary work. Thus many good men are invariably overlooked.

Not uncommonly a man refuses to join a fraternity until he has been a year or two in college. There are others whose families object, and still others who think they cannot stand the expense. In addition to these a large class of non-fraternity men is comprised of those who show small promise as freshmen, but develop by the time they become upper-class men.

In these ways, it is explained, the non-fraternity man, or neutral, has no reason to feel that he is in any sense an outcast. He is in very good company, and there are plenty of reasons to explain the fact that he is not a member of any fraternity. Moreover, there is always the possibility of a man's being invited to join later on in his course.

But this, it is asserted, presents only an incomplete view of the situation. There is much more to commend the system.

Membership in a fraternity does not come as the goal of under-class ambition and failure to attain it does not necessarily bring disappointment that lasts. Before the student becomes a junior he has learned the true value of a fraternity. He sees it in its true light, as a useful agent in culture and social intercourse.

But the barriers are down; he regards his fraternity as a mere incident in his college course, and among his classmates he observes no such distinction as fraternity and non-fraternity. His judgment of others is based on personal qualities,

and it is along these lines that his friendships deepen. The result is in the end a hearty comradeship between fraternity men and neutrals.

Thus a system of election which is haphazard achieves its own useful ends. It removes the stigma of the term non-fraternity. And in addition it serves as a great leveling influence among the fraternities themselves, for when freshmen are the candidates, each fraternity has an even chance to get its share of the desirable men. Moreover, the system brings all four classes into close relation, giving freshmen the benefits of upper-class supervision.

These are the arguments put forth by the adherents of the system to prove its superiority as a form of student club life. But it has further advantages. These are the opportunities it gives for intercourse and friendships thruout the collegiate world, and the exceptional privileges it lays before the graduate.

In Williams, for example, all the fraternities but one are national; that is, they are merely chapters of a fraternity that is represented in the same way at other colleges and universities all over the country. Each fraternity holds a yearly convention, at which delegates from all of its chapters are present. In visiting another college a fraternity delegate naturally goes to the chapter house and is welcomed for as long a time as he cares to stay.

The broadening influence of such a condition is obvious; an undergraduate at Williams cannot fail to gain much from a comparison of ideas with a fellow student from the University of California. The same is true of alumni. When in a college town they drop in at their fraternity house, stay to dinner, perhaps, and are thus brought into touch with the undergraduate world.

But they also have a little world of their own, for in most cities of any size graduate members of a large national fraternity are organized into fraternity alumni clubs, which have dinners and smokers and occasionally have quarters of their own. A good instance of this is the dinner given to Governor Hughes by the Delta Upsilon Club, of New York, last March.

Association with men of his own fraternity after graduation often proves also to be of great value to a man in a business way. Besides all this alumni always have the freedom of the chapter house when returning to their own college at commencement time, or on the occasion of an athletic contest.

But with all its advantages the modern college fraternity has its faults. It not infrequently boosts a man into a position to which his merits do not entitle him. The sin of extravagance, with which fraternities are often charged, is less common, perhaps, than is supposed. Fine houses erected by alumni subscriptions need not imply expensive habits. They are built to give dignity and weight to the chapter's name.

Occasionally the societies which own them are so heavily endowed that no dues beyond the initiation fee are required of members. This makes possible the election of desirable men whose purses are small.

But more frequently the erection of fine houses tends to a condition that is perhaps a chief evil in the situation. A chapter building a house generally finds it necessary to borrow. This places a heavy financial burden on the active membership.

To obviate this the house is built with living accommodations for a large proportion of members, the increased revenue from rentals making it an easy matter to carry the obligation and eventually pay it off. As a result, where a dozen years ago it was exceptional to have more than seven men out of twenty-five or so rooming at the house, the newer lodges are built to house from fifteen to twenty or even more.

When men eat, sleep, and study in the same house, it is clear that in the end it will become harder for them to mingle with their other fellow students. This tendency is growing so that there are many leaders in educational work who believe that eventually—fifty or a hundred years hence, perhaps—the fraternities will resolve themselves into separate colleges, as at Oxford and Cambridge. It is not an unusual thing at the present time for graduate students—candidates for the master's degree—to be living in the fraternity house in the capacity of advisor and tutor to the undergraduate members. In this the prophets see the nucleus of a separate faculty.

With all the criticism of the fraternity system it is an interesting fact that thirty or forty years ago, before the question had attracted the attention of the outside world, open hostility between the fraternity and non-fraternity elements was not uncommon, actual rows even taking place, while today the two are on the friendliest of terms. The fraternity man is careful that his manner shall betray no suggestion of distinction between the two, and if the subject comes up in conversation it is mentioned in a humorous, matter-of-fact way that carries no offence.

Extreme secrecy has disappeared, and fraternity men and neutrals frequently laugh together over some funny incident that happened "up at the house." They are frequently each other's guests at meal-time. Therefore, many of those who are in touch with academic life are inclined to ridicule the fears of some modern critics. The American college fraternity has been developing for more than seventy-five years, and during that time has rid itself of its worst evils, they say.

Not the Children's Fault.

[New York Times.]

The National Educational Association, while in session at Los Angeles, Cal., passed a resolution derogatory to the character and manners of the children of the United States. We do not dispute the authority of the Association, nor do we deny that the poor opinion of the rising generation, which the members of the Association entertain, is founded on personal experience. But if the typical American child has small regard for authority, lacks respect for age and wisdom, has a weak sense of duty, and prefers pleasure to work, the fault lies with the typical American parent.

Indeed, a crabbed bachelor or spinster, noting the manners of our young, might well decide, in spite of President Roosevelt, that this country would be better off with fewer children and those of a more desirable quality. Something in our atmosphere, in the commercial spirit of the age, in the widespread admiration for material success and the smartness that goes with it, affects the children unfavorably.

The parents of to-day have more difficult work in the up-bringing of their brood than their own parents had, and they do it not nearly so well. The discipline of the rod has been forgotten. It was a relic of barbarism, and its disuse is not to be deplored, but experience shows that without it the training of the young is doubly difficult.

The careless flippancy of modern youth may be amusing occasionally, but it is frequently unbearable. The lack of home training, which makes children at school unwilling to learn and unashamed under reproof is getting to be a national disgrace. It may even become a menace. We deeply sympathize with the representatives of the teachers who have so vigorously uttered their protest to the whole Nation.

The Cornell Rural School House.

The New York State College of Agriculture at Cornell University has erected a small rural school-house on its grounds, to serve as a suggestion in school-house architecture and to contain a real rural school as a part of its nature-study department.

The prevailing rural school-house is a building in which pupils sit to study books. It ought to be a room in which pupils do personal work with both hands and mind. The essential feature of this new school-house, therefore, is a work-room. This room occupies one-third of the floor space. Perhaps it would be better if it occupied two-thirds of the floor-space. If the building is large enough, however, the two kinds of work could change places in this school-house.

It has been the purpose to make the main part of the building about the size of the average rural school-house, and then to add the work-room as a wing or projection. Such a room could be added to existing school buildings; or, in districts in which the building is now too large, one part of the room could be partitioned off as a work-room.

It is the purpose, also, to make this building artistic, attractive and homelike to children, sani-

CONSTRUCTION DETAILS.

In working out the problem it has been the aim to accomplish a maximum of accommodation combined with an artistic appearance and a minimum of cost. The materials used are such as may be readily obtained and easily handled.

The building is placed on a concrete foundation composed of gravel or broken stone, cement, and sand in the proportion of one part cement, three parts sand, and five parts gravel.

The foundations under the school-room proper are carried down below frost only, while under the vestibule the walls are of sufficient depth to form a small cellar for the heating apparatus.

The superstructure is of ordinary frame construction, as follows:

Joists.....	2"x8", 16' on centers;
Studs for inside walls..	2"x5", 12' on centers;
Studs for outside walls..	2"x5", 12' on centers;
Rafters.....	2"x6", 16' on centers;
Hips and valleys.....	2"x8".

The entire exterior walls are stuccoed with cement mortar, rough-cast on metal lath nailed directly on the studding, the stucco being returned in all openings, thus doing away with outside casings wherever possible. The roof is shingled over sheathing laid open in the usual way, and is designed (as shown in sketches) with low and broadly-projecting eaves with the windows cutting up thru them.

The interior is plastered on plaster-board with patent plaster, two coat work trowelled smooth and decorated in simple gray green for side walls and pale yellow for ceilings. The floors are of $\frac{3}{4}$ " matched pine, and the standing trim is yellow pine finished natural. This trim has been used as sparingly as possible and is not moulded. Wherever possible, door and window casings have been omitted, the plastering return-

ing into jambs with all corners rounded.

All doors are stock pine. Inside doors $1\frac{1}{2}$ " thick. All sash is $1\frac{1}{2}$ ", glazed with good quality double thick glass.

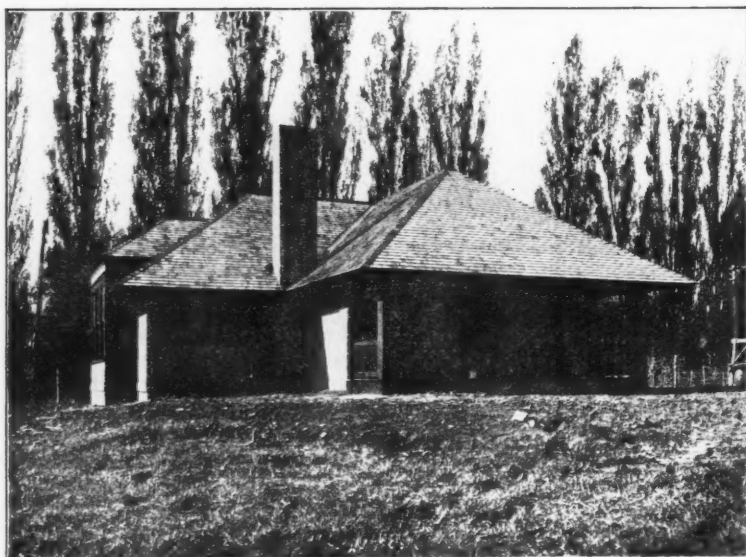
The openings between school-room and work-room are fitted with glazed swing and sash folding-doors, so that the rooms may be used either singly or together, as desired.

The work-room has a bay-window facing south and fitted with shelves for plants. Slate blackboards of standard school heights fill the spaces about the rooms between doors and windows. The building is heated by hot air; vent flues of adequate sizes are also provided so that the rooms are thoroly heated and ventilated.

On the front of the building and adding materially to its picturesque appearance, is a roomy veranda with simple square posts, from which entrance is made directly into the combined vestibule and coat-room and from this again by two doors into the school-room.

Inquiries about this school building, or the work of the College of Agriculture may be addressed to

L. H. BAILEY, *Director*, Ithaca, N. Y.



tary, comfortable, and durable. The cement-plaster exterior is handsomer and warmer than wood, and on expanded metal lath it is durable. The interior of this building is very attractive.

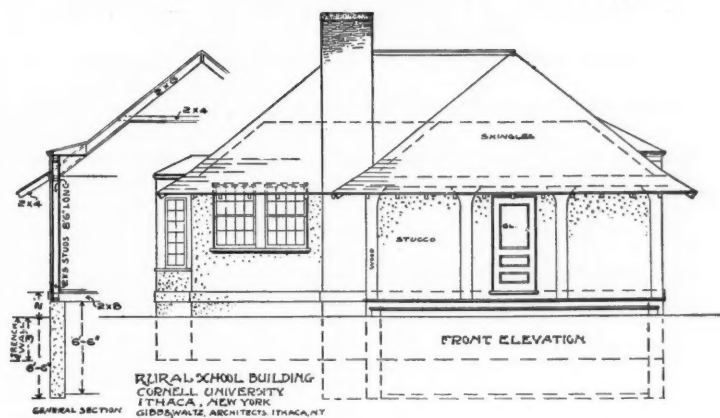
The pictures show the building just as completed, before the grading of the grounds. School-gardens and playgrounds are being made at one side.

The cost has been as follows:

Contract price for buildings complete, including heater in cellar, blackboards, and two outhouses with metal drawers..	\$1800 00
Tinting of walls.....	25 00
Curtains.....	16 56
Furniture and supplies.....	141 75
	<hr/>
	\$1983 31

In rural districts, the construction might be completed at less cost. The average valuation of rural school buildings and sites in New York State in 1905 was \$1,833.63.

The building is designed for twenty-five pupils in the main room. The folding-doors and windows in the partition enable one teacher to manage both rooms.



Franklin House Square, Boston*

ELIOT BATES BARBER, in "Everyday Housekeeping"

[Incidentally this article is full of suggestion for Boarding Schools, College Halls, and like institutions.]

The young woman going to a large city to make her home, who has only a small income and no relatives or friends willing to share their home with her, faces the serious problem of finding a suitable and safe place of abode.

The hotels, if available, are usually too expensive. The Young Women's Christian Associations furnish a limited number of accommodations at a moderate price, also some references to rooms for rent in reputable quarters, but the majority must go to lodging houses and live under the conditions to be found there. It would not be just to include all such places in one class. There are many respectable houses, furnishing excellent rooms and board, conducted by honest and discriminating people, but the price ranges from eight to twelve dollars per week, which is usually beyond the

provide living accommodations that would be attractive, from environment, at a moderate price, in the heart of a great city where property values are necessarily high, presented difficulties which for a long time made any adequate undertaking quite impossible. But a way was open in Boston when the New England Conservatory of Music moved into its handsome new structure in the Back Bay. This threw the great building which the Conservatory had occupied, and which was formally the St. James Hotel, into the market, and Dr. Perrin, with the counsel and financial support of his friend, Mr. John C. Haynes, was able to make the trustees of the Conservatory an offer for the property which they accepted. There were other philanthropic men and women who came to the assistance of the enterprise, so that, though burdened with a heavy debt, the institution was opened on July 15, 1902, under the auspices of a corporation organized under the title of The Franklin Square House. The establishment took the name of the corporation formed in its behalf.

The Franklin Square House is a spacious building, seven stories high, built of brick and stone, and facing the beautiful Franklin Square. In the rear is an open space filled with trees, so that the house is splendidly furnished with light and air. It is within easy walking distance of the Boston Public Library, the Museum of Fine Arts, Conservatory of Music, Institute of Technology, Natural History Museum, Emerson School of Oratory, and many of the leading churches in the city.

There are accommodations for about four hundred people in the house. The rooms are high studded, with windows in every one opening out of doors, lighted with electricity and heated by steam. The elevator service is ample, every corridor has telephone service, and three trunk lines connect the building readily with any part of the city or the surrounding towns.

In the basement has been established a laundry



Franklin Square House.

Everyday Housekeeping.

means of the student and working girl. It is a matter of common knowledge that the lodging house of the cheaper grade furnishes a situation fraught with danger. The freedom and mingling of the lodgers is little short of compromising. With no reception room where a girl may entertain callers, because every available space must be turned into profit to make the house pay, she is forced to receive her callers in her own room.

Rev. George Landor Perrin, D. D., for many years pastor of the Shawmut Avenue Universalist Church of Boston, knew thoroly these conditions as they existed in the South End. It was a big problem. To



The Great Dining Room.

Everyday Housekeeping.

*The School Journal gratefully acknowledges its indebtedness to "Everyday Housekeeping" for the illustrations here presented.

equipped to do thoroly first class work, and guests may have their work done here at cost. The laundry is at present doing about ten thousand pieces a week.

The dining room is a spacious apartment with a seating capacity of 357. Excellent meals are served to the permanent guests of the house at three dollars a week, or 14 2-7 cents per meal; transient guests pay twenty-five cents for breakfast and lunch and thirty cents for dinner at night.

The equipment of the kitchen and bakery is admirable. Every appointment is calculated to serve the food in the best possible manner and without delay.

The house prides itself upon its tea and coffee, the butter and especially upon its bread. The very best materials are provided and thoroly skilled bakers make it possible to produce bread of uniform quality and excellence; this necessary article in everybody's diet is here furnished to the guests and is beyond criticism. All dishwashing is done by machinery, and the most scrupulous cleanliness is maintained.

The hospital is a valuable feature. This department is equipped with the completeness of a ward in the best State or city or private hospitals, with a trained nurse and a skilled physician in attendance. There are two wards, and treatment is furnished free of charge to guests of the house, save only for the slight charge for medicines which are provided at cost. If the patient is not ill enough to be taken to the hospital she is treated in her room or at the dispensary.

The house is furnished with a library which is open to all the guests. There is a good collection of books owned by the house and the Boston Public Library has made this library a sub-station and a deposit of books is placed here by the Public Library authorities and changed frequently so that there are ample privileges of this sort. A large assortment of papers and magazines is also provided.

There are spacious waiting rooms which are available all day and during the evening, provided with suitable furniture and writing materials.

Perhaps the unique feature of the house is the series of small parlors opening off from one of the main corridors, where guests can receive their callers. These rooms average about 12 x 15 feet

square, have been furnished tastefully by individuals interested in this great social enterprise, and answer a need which should be frankly recognized.

Beside the parlors there are two amusement halls, one seating 475 people, with a grand organ that cost \$8,000, where high-class entertainments are given, free of cost, usually every week; the smaller hall is equipped with stage and scenery to present dramas, and there also dances are frequently held.

The rooms are furnished so that two girls or one can occupy them as they may prefer. With two in a room, including meals, the price ranges from \$4.25 to \$7.50. With only one in a room the price varies from \$5 to \$10, according to location. These prices, especially with the privileges included, bring the cost of living to a surprisingly low figure. There is no institution of the kind that can duplicate it.

The Franklin Square House is practically self-governing. There are no rules, save such as any high-minded girl would impose upon herself. It is assumed that if young women can earn their living they should be able to live together with a freedom from exacting regulations. This assumption has been fully warranted by the experience of the house during the years it has been open.

The house is immediately under the care of the matron, Mrs. Alice Gray Teele, who admirably and efficiently fills this office. She is ready with counsel, sympathy, and helpful aid to all the guests of the house. She personally knows them all, and by her own efforts and a corps of able assistants, endeavors to make the girls feel at home. And perhaps this relationship best defines the Franklin Square House. It is a hotel with home influences, where more than food and shelter are offered. The welfare of all who share its privileges is upon the heart of those who founded and maintain this institution.

It must be understood that this movement is not a charity; it is a philanthropy. The girls pay for what they receive, but they get the very largest possible return for their money. There is no suggestion of a compromise of self-respect in availing oneself of the privileges of the house. You pay your way. While the house is a philanthropy, it is run on a strictly business basis, and when the building is fully paid for it will be self-supporting. The work of liquidating the debt is in progress, and with the assistance of old friends and of many more new ones, it is hoped that the property will be free of all encumbrances in the not distant future.

This great social center has done, and will continue to do, a great service to an increasing number of people. Its need is demonstrated every day. If the capacity of the building were greater, the rooms, especially the moderate-priced rooms, would all be taken. As it is, some have to be turned away. The work of the Franklin Square House is prophetic; it is the type of philanthropy that does no harm, which is not always true of charities, at the same time, accomplishes immeasurable good. It is a warrant that the money given to found and equip it is well placed in a most laudable enterprise and will continue to be a permanent benefit.



Room 342—One of Many.

Everyday Housekeeping.

Public Opinion Concerning Education

As Reflected in the Newspapers.

Employment of Teachers.

[Scranton (Pa.) Times.]

Some years ago the employment of teachers for public schools depended to a large extent upon the political influence of applicants, regardless of qualifications, and people thought nothing of it. They accepted it as part of the business.

A change has taken place, unquestionably a change for the better, but it has not impressed itself firmly on all districts yet. The spoils system holds forth in a few districts in this country, even where boards are made up of a superior class of men.

In Old Forge, recently, four or five teachers were dropped, some of whom had taught fifteen years none less than four, and their places given to others who had just been graduated from normal schools or received certificates from the local superintendent. The reason given was no reflection on the teachers dropped. They were admittedly competent and efficient, but lived outside the borough, some just over the line, and they had to go to make room for the sons and daughters of people who pay taxes to support the schools. That is an exceedingly poor excuse.

We will admit that if two are applying for a position, and one lives in the district, while the other does not, and both are of about the same qualification, the resident applicant would seem to be entitled to first choice.

Still, there is another way to view it. First of all, isn't the purpose of employing teachers and having schools, to provide a means of educating the youth, and are the best schools too good for our children? Is not the teacher who resides outside a district less apt to depend on favoritism to secure her reappointment from year to year? And for that matter, what difference does it make where he or she lives?

The schools are not, and should not be, the battleground of politics. Every man or woman who has arrived at twenty-one, can look back on youth with regret at not having made better use of time. In some cases this was no fault of the teacher. But, with a thoroly competent instructor, a boy or girl stands more show of going along the right path than when the teacher is appointed solely by having a friend on the board, and with no higher ideal than the perspective of pay-days. It must be said in all justice, however, that there are few of the latter class in this country, but even one is too many.

We are not singling the action of the Old Forge board as an example. It has happened in Moosic, Dunmore, Blakely, and other places. We are condemning the system. A good teacher should never be displaced, but, on the other hand, promoted.

It is wrong to the teacher, wrong to the pupil, and wrong all around, to make influence the basis of appointment. Merit alone should count. The teacher, owing his or her tenure to favor, may find a succeeding board favoring a rival. In any business the one looking to appointment or advancement by favor makes a failure. The one who does not is simply the exception.

We want good teachers, good pay for them, and the satisfaction of knowing that while they do their duty faithfully and earnestly, and strive to make each new year count more than the one gone, their positions are not trusting to the turn of the tide at February elections.

An Idea Worth Copying.

[Boston Transcript.]

A discerning music teacher at one of the vacation schools in Chicago's "Little Italy" has met with pleasant results in teaching her pupils to sing selections from the old Italian operas. The children sing with a joy and spontaneity that regulation school music does not always arouse in them. And under the school-room windows stand the mothers entranced at hearing their offspring sing here in the New World the songs that were so dear a part of life in the Old. The success that has attended this attempt to familiarize Italian children with tuneful classics written by their countrymen has led an instructor in a school where most of the children are Bohemian to teach them Bohemian folk songs. This venture, too, has been happy in its results. And it may well be suggested that managers of vacation schools in all large cities might adopt similar plans for the guidance of music teachers. There exists in everyone an inborn, indefinable love for the music of the land of his forefathers. To minister to this love, to foster it in the school-rooms where young "Americans in the making" are gathered, by teaching them to sing the best of such music will help toward creating so many genuine music lovers in future generations that the tone of the popular demand for musical entertainment will be higher than we of to-day see it. Besides, thru this natural, yet advanced, method of teaching the school children to sing, there will be preserved a knowledge of folk-lore and folk-songs that may also make for refinement.

No Place to Study.

BOARD OF EDUCATION ASKED TO SET ASIDE ROOMS FOR CHILDREN.

[New York Tribune.]

Where can the city child study? Nowhere, says Mrs. Julian Heath, president of the League for Home Economics, unless he belongs to one of those rapidly vanishing families that live in houses, instead of apartments. This has become such a serious problem that Mrs. Heath thinks it is time for the Board of Education to take it up. She has accordingly addressed a letter to the president asking him to bring the matter before the Board at its next meeting. In this letter she points out that not only tenement-house children, but children of the well-to-do lose a great deal from the lack of proper places to study, the modern apartment being so constructed that the privacy and quiet necessary for intellectual work are almost impossible to attain. The routine of the home life is always going on, the younger children are at play, and the chance visitor has a distracting influence.

Mrs. Heath accordingly suggests that a study-room, to be open afternoon and evening, be set apart in each school; that this room be supplied with dictionaries and other necessary books of reference, and that it be placed in charge of a teacher capable of giving judicious help to the children. Most private schools have such rooms, she says, and public school children ought to have the same advantages, including the individual attention which they cannot get in crowded classes, and which many parents are incapable of giving. Mrs. Heath expressed her willingness also to go before

a committee of the Board and discuss her plan at further length.

If the Board of Education does not act on her suggestion Mrs. Heath says she will appeal to the churches and settlements, for she thinks that the thing has assumed the proportions of a crying need.

"I know one home," she said, "where the home life is completely spoiled by the evening study-hour. I know a little girl who goes to school crying nearly every morning because she hasn't been able to get her lessons. It really seems as if we had almost come to the point where the parents do the teaching and the teachers merely hear the lessons recited. And the children, whose parents can't help them, are martyrs.

"The problem is one that belongs properly to the Board of Education, but if it does nothing the opportunity is one that the churches and settlements ought not to neglect. A study-room for the children of the neighborhood in charge of a capable person would do much more good, to my mind, than so many clubs. Most of the settlements and parish houses could easily spare the room, the extra expense would be inconsiderable, and the churches would thus get that personal contact with the public school child that the church schools and parochial schools now have with their children."

The Man With a Grouch.

[Scranton (Pa.) *Republican*.]

Members of the School Board of Evansville, Ind., certainly must have their heads screwed on straight. They have definitely dismissed the head of the manual training school of that city, on the grounds that he "always had a grouch," and there was never a smile on his face. The Board declares that the school-room is no place for a person with a grouch.

This eminently just decision, delivered with marginal notes, deserves to be tacked up, with all its homeliness of wording, not only in the school-room, but in every office, store, and home. The school-room is most decidedly not the place for a glum countenance, for frowns and clouded brows. More than anywhere else the effect of unsmiling sternness is depressing upon youth in restraint. "The wind is in the east," was the way Dickens described this condition of mind and temper, which led to frowns. "Let's sneak out, mother's cross," is the way that kind of a face appeals to mother's boys. "Father's not feeling well," is the whispered warning by the worried go-between of the family to the scurrying little figures, and the words are minutely understood.

The world is no place for a person with a grouch, and while it can scarcely be recommended to him that he get out of it, the advice is given that he dispense with the frown, that he conceal the grouch like a disgraceful family secret, and replace the lowering look with a smile. The school-room, the street, the home, the earth—none of these is the place for a man with a grouch.

Newark Board's Crowning Disgrace.

[Hoboken (N. J.) *Observer*.]

If Andrew Carnegie falls into the hands of the Newark Board of Education, his oft-expressed wish—to die poor—will be gratified. The leeches that make up that disgraced body would take his last penny, and then hold a caucus and throw him out.

The idea of charity in connection with public schools in this country, where the people are taxed so heavily to support them, is degrading. It is a disgrace to Newark for the Board of Education, or anyone else, to suggest such a thing as begging funds from the iron master. This is all the greater

disgrace and shame when it is recalled that this particular Board of Education was only recently scored by the Grand Jury for practices that were not commendable, to say the least.

The sooner the people of Newark get rid of that Board and place the city in a position where it cannot again be brought to shame and ridicule, the better the public schools of that city will be, and children and teachers can think of their governing body without feeling a sense of shame.

Playgrounds and School of the Street.

[Scranton *Times*.]

The United States Census Bureau in its investigations into criminal conditions, finds that the oft-repeated statement that the majority of criminals in this country are foreign-born, due to our lax immigration laws, receiving the scum of Europe, etc., is not borne out by facts, that the native-born is responsible for the increase of crime. The penitentiaries are peopled with street urchins of half a generation ago, and a good many of a less period. The *Times* has repeatedly decried against the school of the street, and while we believe the Curfew law is one good corrective of the evil, the public playgrounds appear to be a more modern and perhaps a better method to solve the problem of keeping children out of bad influences while away from home.

The city play centers, now being provided in several cities—among them Scranton—especially solves the problem of what to do with the children in vacation time. While in school the children are fairly well employed in the work and the play of the school. But when vacation comes many mothers who are burdened with household cares or who work for a livelihood can give little attention to their children. The children drift into the street and imbibe the atmosphere of the street. The public playground, which has a tactful and sympathetic superintendent, offers the assurance to parents that proper conduct shall prevail on the grounds, and that dangerous games shall be prohibited.

And the playground teaches children how to play. Does that sound strange to you whose memory is of a happy childhood and whose children have always known how to play? If you will have closely observed some of the boys from eight to thirteen years of age in certain sections of our city you will note that healthful play has had but little place in their lives. They lounge about and affect the manner of grown persons of their acquaintance. They are old before their time—and some of them are all too old in their knowledge of evil. They are abnormal. Their childhood has been twisted and warped. They have no disposition for innocent sport.

Nothing will do more to make men out of this sort of boys than to develop in them the natural love of healthy games. And the same may be said of girls who have less opportunity for vigorous and joyous exercise. The city playground, it has been shown, takes these children, as well as those who are more fortunate, engages their eager attention, entertains them, and develops the natural desire for playfulness. It is a cruel thing to rob a child of its childhood.

Those who live in the country with its free, wide spaces and lack of vicious surroundings, can scarcely understand the city conditions under which many boys and girls grow up. The public playground would justify itself alone upon that. It changes harmful thoughts and habits into normal and healthful ones. Philanthropists could do no better thing than to buy and endow in the congested districts of the cities playgrounds for the children. They are needed more than libraries.

New York as an Educational Center.

By JAMES H. CANFIELD, in the "Columbia University Quarterly."

[Abridged.]

EDUCATION HAS BECOME AN APPLIED SCIENCE, AND MUST BE STUDIED AS SUCH.

It has often been remarked that there is a certain good fortune and definite advantage connected with the study of law or the study of medicine or the study of any form of engineering, in the heart of a great city. The conditions of metropolitan life are exceedingly rich and varied in the opportunities which they offer for observation and investigation, to those who are preparing themselves for almost any form of professional life. It is somewhat recently, however, that the practical value of these same metropolitan conditions has been recognized in connection with the study of education. But to-day this recognition is clear and keen, and the institutions which offer strong courses of instruction in connection with such unusual laboratory facilities are forging rapidly to the front.

It is not the purpose to confine this article to a consideration of the peculiarly strong instruction now offered at Teachers College, nor to the enlarging influence of Columbia thru this as one of its affiliated schools. Much less will a comparison be made between the work done by Columbia and the courses offered by other institutions of collegiate rank within the limits of Greater New York. This article simply undertakes to call attention to the peculiar opportunities for what may be called outside study, offered in New York and its immediate vicinity.

Naturally, the first thought of a student of education concerns the public schools. Beyond contradiction, these schools evidence to-day extraordinary ability in administration, combined with remarkable success in instruction. Having at last been recognized as absolutely essential to the stability and perpetuity of society and of the state, more generous taxation enables school-boards to offer greater inducements not only in the way of more adequate salaries but what is quite as potent with good teachers, much better equipment in the way of libraries, laboratories, etc. Nowhere can the progress and the present conditions of public education be more easily and helpfully studied than in a great city like New York. The metropolis has at last created Huxley's educational ladder, a system of free public education running from the kindergarten to graduation from a college of high standing. Within this system, in every grade, under competent supervision, and with expert teaching, practically every experiment known in modern education has either been tried and its results carefully noted or is being tried. The various forms of kindergarten work, nature study of every description, language work under most approved systems, the natural sciences with large and well-equipped laboratories, history by source method and with all manner of illustrative apparatus, supplementary reading, class-room libraries and high school libraries and loans from the city libraries, physical training, manual training, domestic science, night schools of every description, teachers' conferences and other educational gatherings—all these and more are within easy reach of every student in New York. It is quite possible to be a quiet observer of ways and means, of theory and method, in any public school-room in the city—and it is quite impossible to find more

varied opportunities for such observation and for a careful study of every detail of school work.

So, too, the educational work of the city covers some of the very best illustrations of the private schools. There are examples of these, both large and small, for both sexes, some of them established years ago and with national reputation, and some of them of more recent date in the hands of most energetic and ambitious principals. A card of introduction from any college or university in the city is an open sesame to these institutions, which are only too glad to make known their methods and their results.

Passing beyond the preparatory schools, one finds such institutions as Columbia University, the University of New York, the College of the City of New York in its beautiful new home on Washington Heights, the city Normal College, the city Training School; and in Brooklyn, Adelphi College, the Polytechnic Institute, Packer Institute, and the famous Pratt Institute. Those who wish to make still further comparisons may visit Stevens Institute in Hoboken, will find Princeton within an hour's ride, the University of Pennsylvania, and Yale University within two hours' ride, and the great Military Academy of the general government at West Point reached by a pleasant excursion up the Hudson.

Besides those already enumerated, there is opportunity to study medical schools and their affiliated hospitals (including schools for nurses), the several law schools of the city, the Commercial High School (a part of the public system), every form of business college and commercial school, and such special work as is done by the Berlitz School of Languages, the various schools of music, the art schools and art institutes, the educational work undertaken by the university and college settlements, and the opportunities offered to the public and other schools by the Museum of Natural History, the Metropolitan Museum of Art, the Botanical Garden, the Zoological Park, etc.

It should not be forgotten that each of the institutions named has its own library more or less highly specialized, with open and free and most hospitable ministration to the needs and demands of all scholars. It may be questioned whether anywhere else in the country does the aggregate collection of printed matter, of especial value to students of education, equal that available within the limits of Greater New York at least—practically within the limits of Manhattan. Even the more private libraries, so-called, are quite generally accessible. The opportunity thus afforded for either a rapid and broad survey of the entire field or for special investigation of some particular part of it, is certainly unsurpassed elsewhere. It must be understood that these collections include not only the usual texts, manuals, etc., on education, but also annual and special governmental, state, civic, and educational reports of every possible description, representing not only this country and its neighbors, but lands across the sea—from villages and public kindergartens to nations and universities.

Taking this rapid survey of the entire field, then, we are certainly warranted in urging upon all who are thinking of the study of education as a science, the opportunities presented at the metropolis.

The News of the World.

The majority of the peace delegates to The Hague seem to approve the proposition that the next meeting of the Conference occur not later than 1914, with the power to meet after five years, or even after two, if necessary.

The Anarchist Congress opened in Amsterdam on August 25. About three hundred delegates were present. They represented the United States, Great Britain, Spain, Italy, France, Russia, Germany, Belgium, Bohemia, Switzerland, and Servia.

Greece will soon take another census. The population in 1896 was 2,433,806. Emigration has been heavy in recent years.

It is becoming difficult to secure labor for the Italian rice crop. The work is the most fatiguing and unhealthful known in Italy. The hours are long, and the wages extraordinarily low. The most productive rice plantations are in or near Lombardy, which is the heart of Italy's manufacturing interest.

There is therefore constant pressure on the rice workers to quit the disagreeable and low-paid labor of the flooded fields and go into cotton mills, silk mills, automobile works, and machine shops, at higher wages and better regulated hours. Owing to the difficulty of securing workmen there is serious talk of putting the fields to other uses, and buying rice abroad.

The president of the Chinese University of Finance has ordered machines purchased in Europe for the establishment of an official printing office at Peking. The establishment will be superintended by a European printer.

A printing establishment is to be started at Shanghai as soon as the Japanese have trained Chinese printers to conduct it.

France accomplishes striking economies by using cheap local materials for building purposes wherever possible. Lime is used freely where cement would probably be used in the United States. A good Portland cement costs from \$10.22 to \$10.60 per ton in Marseilles. An equally good hydraulic lime costs but \$6.35 per ton. In the rural districts the peasants use any kind of lime, and they build houses which last hundreds of years.

The University of Berlin lately conferred the degree of Doctor upon Ma Do Yuen, a Chinese student. This is the first time a Chinaman has received a degree from a German University.

Robert A. Pinkerton, son of Allan Pinkerton, and member of the famous family of detectives, died on board the steamer *Bremen* on August 12. Mr. Pinkerton was connected with the United States Secret Service. At his father's death in 1878 he and his brother became heads of the detective agency.

Mr. Pinkerton was active in the detection of the men who took part in the great Bank of England robbery. He was instrumental in securing the recovery of the stolen property, as well as the conviction of the men who committed the robbery of the Northampton Bank, of Northampton, Mass., of about \$850,000 in bonds and other securities.

Another of Mr. Pinkerton's special line of work was preventing disorder during strikes, the most famous of which was probably the Homestead strike of 1892.

Secretary Taft in Oklahoma.

Secretary Taft delivered a speech in Oklahoma City on August 24. He criticised the State Constitution, saying that if he were a citizen of Oklahoma he would vote for its rejection.

The Daniels Comet.

Zaccheus Daniels, of the Princeton Observatory, discovered a comet on June 10. Since that time it has steadily become brighter and more visible. It is probably the brightest seen in the latitude of New York for twenty-five years.

The comet appears in the east at about three o'clock in the morning or a little later.

Monument to a Famous Irish Brigade.

On August 25, the Lord Mayor of Dublin, Ireland, unveiled a monument erected in honor of the bravery of the Irish Brigade in the Battle of Fontenoy, 1745.

The monument was given to the city by different Irish societies. Speeches in Gaelic were made by prominent Irishmen.

New York's Postmaster.

Edward M. Morgan has been made postmaster of New York to succeed William R. Wilcox. Mr. Morgan's appointment is significant on account of the amount of political influence brought to bear on the President in favor of men whom State politicians would have been glad to see appointed for personal or party purpose.

President Roosevelt vindicated his sincere and earnest support of civil service reform by appointing Mr. Morgan. New York business men were strongly in favor of Mr. Morgan on account of his long service and thoro familiarity with the problems he has to face.

Trouble in Morocco Continues.

The native tribesmen continue to attack the French troops encamped at Casablanca. They appear absolutely fearless before the fierce fire of the French.

Mulai Hafig, a brother of the Sultan, has been proclaimed Sultan, and has formed a court of his own. He has a strong following in the southern part of the country.

The tribes and governors along the coast appear undecided which Sultan to follow.

Mexican Railways Adopting Fuel Oil.

Consul-General Philip C. Hanna writes from Monterey, inclosing a newspaper article which states that fuel oil is coming into general use among the railroads in Mexico. The *Torreon Star* says:

The Mexican Central Railway is now taking 4,000 barrels of fuel oil daily from the Mexican Petroleum Company. The cost is \$1.10 a barrel, or a total of \$4,400 daily. The Mexican Central is steadily increasing the number of oil-burning engines in service, and within the next few months the road will be taking much more fuel oil than at present. All new engines purchased by the Mexican Central are equipped for burning oil, and engines are being constantly remodeled in the general shops at Aguascalientes. Oil-burning engines will be soon placed in service on the Chihuahua and Guadalajara, Yurecuaro, Zapotlan, and La Vega, and metal delivery tanks are now being erected. Some oil has been unloaded at Guadalajara and Zacatecas.

New Mills for New England.

A great business boom has been announced in New England. The Lawton Spinning Company of Woonsocket, R. I., has started work on an addition to its mills costing \$200,000. Conte & Lambert, of Armentieres, France, have obtained land building permits for a mill which is to cost \$300,000.

The French Worsted Company has built a new mill which cost \$500,000. It is only one of a series which are to be built. Several other new mills, or large additions to those already in operation, are to be constructed as soon as possible.

In another year, at least 7,000 more mill hands will be needed in Woonsocket. The wages are higher than ever before in the history of cotton manufacturing.

Work at The Hague.

The Peace Conference is still at work upon the question of obligatory arbitration. The American proposal on the subject was worked out, drafted, and presented to the Conference by Gen. Horace Porter after being approved in Washington. The first two articles provide that the permanent court of arbitration is to be constituted and composed of fifteen judges chosen by the different countries to serve for a term of years, the length of which is not yet decided, or until their successors are chosen.

The court is to sit at The Hague and to establish its own rules. All decisions are to be taken by a majority vote. Nine members are to compose a quorum.

The third article which has been added to the original draft, covers matters of customs, tariffs, measurements of ships, considerations of foreigners as taxable citizens, rights of foreigners to buy and possess property, railways, copyrights, international protection of workers, means of preventing collisions at sea, and many other matters.

Rush to Siberia.

There has been a great rush of settlers to the Siberian lands offered to immigrants by the Russian Government. All the available homesteads have been taken and the local authorities do not know what to do with the people who continue to arrive.

About one thousand families have been camping along the railroads, waiting for their turn to be assigned to homesteads. Many have spent all their money and are in great need.

Prince Vassilchikoff intends to open a new settlement in lands which have been held in reserve by the Forestry Department.

Great Russian Colony in Mexico.

Negotiations are going on for the purchase of a tract of land of 150,000 acres in Mexico. It is to be colonized by Russians.

Twenty thousand Molokanos expect to leave Western Russia. They will be joined in Mexico by two thousand Molokanos who are now in Los Angeles.

All of the Colonists come from the Moscow district. They are leaving home to escape persecution. This migration is said to be the largest to a foreign land ever known.

Disinfected Soldiers.

Every one of the eight hundred thousand Japanese soldiers who left Manchuria after the war had to be disinfected before being allowed to return home. Men, clothes, and weapons were alike disinfected. The soldiers, stripped from head to foot, had each to take a hot bath, and on emerging from it were clothed in a fresh kimono, while their other clothes were subjected to a vigorous

disinfection in vaporizing ovens. The weapons were also disinfected by subjecting them to fumes; even the jewelry and cigarette cases and watches all passed thru the disinfecting chambers, while for the paper money which had been the currency of the war, new notes and coins were given in exchange. These hygienic precautions were pursued day and night, and before any Japanese was regarded as fit to re-enter the Isles of Nippon he and his equipment had had at least an hour and a half's treatment. Owing to this, the Japanese army is almost in a position to say that it did not introduce a Manchurian germ into the Mother Country.

In Memory of the Charter Oak.

The Society of Colonial Wars of Connecticut lately unveiled a monument which marks the site of the famous Charter Oak.

The monument is a thick column placed inside an iron fence that protects an angle of lawn between two roads—Charter Oak Avenue and Charter Oak Place. A globe rests upon the backs of four dolphins. Beneath it is a bank of oak leaves encircling the granite monolith. The inscription reads:

NEAR THIS SPOT STOOD THE
CHARTER OAK
MEMORABLE IN THE HISTORY
OF THE
COLONY OF CONNECTICUT
AS THE HIDING PLACE OF THE CHARTER
October 31, 1687.
THE TREE FELL
Aug. 21, 1856.

The original oak was seven feet in diameter, and it blew down in a storm. A considerable quantity of the timber is preserved. There are as many relics of the charter oak here and hereabouts as there are articles of furniture from the *Mayflower* at Plymouth and scattered among the descendants of the Pilgrims.

Full Dinner-Pail for Mr. Taft.

Secretary Taft was in a railway wreck near Spring Hill, Kan., on August 27. No one was hurt.

At Fort Scott, a committee of citizens met Mr. Taft's train, bringing with them a luncheon in a massive tin bucket, which they presented to him.

The bucket was made after the style of the laboring man's dinner-pail, with coffee cup on top, and tray. It was intended to typify the "full dinner-pail" campaign cry. The pail bore the inscription "Fort Scott-Taft-1908."

The Secretary accepted it with good humor, and seemed to relish the excellent luncheon it contained.

Outings for the Aged.

The Department of Public Charities made outings for the aged poor part of its regular work during the past summer.

On five days of the week the steamer *Fidelity* took parties of from 100 to 150 old people up the Hudson, up the Sound, or to Mariners' Harbor, Staten Island.

Every comfort was provided for those who went. Two doctors, two trained nurses, two pupil nurses, and two orderlies were in attendance on each trip.

Swedish Crusier in New York.

The armored cruiser *Fylgia*, the pride of the Swedish Navy, which has been paying a visit to the Jamestown Exposition, arrived in New York on August 27.

Prince Wilhelm, who came on the *Fylgia* from Sweden, reached the city the next morning. Many entertainments were arranged in his honor.

Federal Right.

Several State officials of Alabama have been prohibited from enforcing the new State railroad rate law, until the constitutionality of the law has been decided upon. Judge Thomas G. Jones, of the District Court of northern and middle Alabama, who enjoined the officials, explained the law governing the case in a recent number of the *New York Times*. His statement regarding federal right and the power and meaning of the constitution is of unusual importance. Here is what he says:

"The strictest constitutionalist admits that whatever the State has ceded to the United States no longer remains with the State. The exercise of the power so delegated by the general Government cannot evade or impair the power or dignity or rights of any State. No one will deny that the State ceded to the general Government all the rights which the Constitution of the United States specifies. The Constitution provides that the judicial power of the United States shall be vested in one Supreme Court and in such inferior courts as Congress may from time to time ordain and establish.

"It also provides that this Constitution and the laws of the United States, which shall be made in pursuance thereof, shall be the supreme law of the land, and the judges in every State shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

"In pursuance of the power granted by the Constitution to Congress it has provided inferior tribunals, and passed laws defining their powers and jurisdiction and regulating the rights of citizens to resort to the Federal courts for the protection of their rights. Those courts execute both the laws of the State and of the United States in any case properly brought before them, just as the State courts in general execute the laws of the United States as well as of the States, in all cases properly brought before them.

"The right of a citizen to have the courts of the State and of the United States pass upon such questions when properly presented, is a part of the heritage of every citizen and person within the jurisdiction of the State or United States. Surely no one who loves the institutions of this country can complain of the exercise of such power by any of the courts of the country, whether State or Federal, or maintain that it is a menace to the welfare or happiness of the State or an invasion of its rights, because it happens that the Federal Court rather than the State Court adjudges that an act of legislation has transcended the bounds of the Constitution."

Judge Jones says that the rights of the States are not involved in any manner in his decision. "This is," according to his statement, "a land of law and order. The Constitution and laws are still supreme. The public sentiment of this State and of other States, and the powers of the United States are behind the orders this court has made.

"The Constitution of the United States and its laws fix the duties of its judges. They are rightly here morally and legally with as full support of the people as the State tribunals.

"No one who has recalled the history of our country need be told that the Federal Judiciary has always been the bulwark of the rights of the citizens of the United States under the Constitution and laws, and has stood for them unflinchingly against Presidents, Congresses, and States. They have stood against martial law and irresponsible power, annulled acts of Congress and States alike, and held with steady hand a just balance of power between the rights of the State and the rights of the United States."

Judge Jones an Alabamian.

Judge Jones has been a resident of Montgomery since his early childhood. He went to the war as an Alabamian, commanded the State troops many years ago during riots in Birmingham, served as Speaker of the House during the eighties, was twice elected Governor as a Democrat during the Farmers' Alliance days, and in 1901 assisted, as a member of the Constitutional Convention, in framing the present State Constitution, which he is now called upon as Federal Judge to interpret.

It was Thomas G. Jones, as Governor, who first sent an executive message to an Alabama Legislature, asking for the passage of an anti-pass law. That was seventeen years ago, and the State was not ripe for the issue, such an act having been enacted only last winter. During his term as Governor, also, Judge Jones appointed to a vacancy as Chief Justice of the State Supreme Court R. W. Walker, now one of the special counsel for the State in the rate cases.

Blames Flour for Appendicitis.

William Henry Battle, in a lecture delivered at St. Thomas's Hospital, London, declared his belief that the spread of appendicitis was due to the worldwide use of American steel-rolled flour. Professor Battle maintains that there has been a real increase in the frequency of appendicitis. Earlier physicians, he says, did not have so many cases as are to be found now. This was due not merely to want of observation, for the earlier physicians were careful observers, and if appendicitis had been even half as frequent as it is at present, they would have observed it.

Several theories have been suggested lately to account for the enormous increase in the prevalence of the disease. Professor Battle brings forth the idea that minute particles of iron are the real cause. He shows that the great increase in appendicitis first occurred in America just after steel and iron rollers had been introduced for grinding wheat. The increase occurred first, he says, in towns where rolled flour was first used. Then it spread to villages, and the spread corresponded with the spread in the use of rolled flour. An invasion of England followed. The much lower cost of American flour made it almost impossible for any extensive grinding of flour to take place in that country.

An Esperanto Pioneer.

One of the most interesting figures in the Esperanto movement is Louis de Beaufront, a professor of languages at Louviers, France. He had just published in 1888 an original universal language which he had named *Adjuvanto*, when he heard of Esperanto. He took up the brochure, which Dr. Zamenhof had managed to get printed after much trouble, with some natural hostility, and read it thru. To his dismay Esperanto seemed to him as far superior to *Adjuvanto* as the latter was, in the opinion of its inventor, to Volapuk.

He could not disguise the fact, look at it as he would. For some days he compared the two systems. Then his mind was made up. He deposited his own book in the waste-basket, took up Esperanto with enthusiasm, and gave a display of self-denial by laboring thenceforward in its behalf.

In 1898, De Beaufront founded the monthly gazette, *L'Esperantiste*, and the French Society for the Propagation of Esperanto; he also published pamphlets and text-books. Largely due his labors is the wide-spread growth of the universal language in France, where it is to-day more successful than in any other country.

Notes of New Books

Will S. Monroe has prepared a most interesting and valuable contribution to the history of education in the United States. It is entitled *HISTORY OF THE PESTALOZZIAN MOVEMENT IN THE UNITED STATES*. The spread of Pestalozzi's influence in this country is of great importance in our educational history. Its significance and scope is sympathetically traced. Professor Monroe has rendered a real service to pedagogic literature. No one is better qualified than he to describe the work of Neff. This rugged Pestalozzian schoolmaster was an interesting character, and should be better known to American teachers than he is. Maclure, too, has never been fully appreciated for his great services to education. No pedagogic library is complete without this book. (C. W. Bardeen, Syracuse, N. Y.)

As has often been said, the only way to learn to write is to write. The principle applies as well to the boy or girl in the school-room as to the man or woman ambitious to attain literary fame. We are all authors in a sense; it may be only of an occasional letter, but when we read the correspondence of the masters of letter-writing, we realize the fineness and possibilities of the art they employ. Thomas C. Blaisdell recognizes this truth fully, and in his *COMPOSITION AND RHETORIC* lays stress upon constant exercise in writing. To be effective the work of composition must be so arranged that the pupil will see his mistakes and the means of correcting them. Here is where the present volume is particularly strong. The author has supplied an abundance of material illustrating the various pitfalls into which a writer is liable to stray, and the way of escape. After all, it is the careful observation of the best use of language which leads to clear and effective writing. The excellent method employed in the present work should place it at once in the fore rank of text-books of this subject. (American Book Company, New York. \$1.00.)

MAXWELL'S SCHOOL GRAMMAR, by the superintendent of the New York City schools, Dr. W. H. Maxwell, presents a complete English grammar for school use. The work is clear, logical in its arrangement, and presents abundant material for either an elementary or high school course. Dr. Maxwell's thoro experience with the needs of students has fitted him particularly well to undertake a work like the present. Fundamental principles are emphasized, while matters of less importance, tho given due attention, are relegated to their proper place.

The author's sound understanding of pedagogic principles is in evidence thruout the present work. It is to be hoped that it will meet with the wide recognition it so well deserves. The format of the volume is good, and the topography excellent. (American Book Company, New York. 60 cents.)

Dr. William Augustus Merrill, of the University of California, has just edited Lucretius' *DE REINUR NATURA*, the only complete American edition of this great work of the Epicurean poet, if we are not mistaken. In addition to a carefully prepared text there is an introduction furnishing a sketch of the writer's life, philosophy, and other matters essential to an understanding of the poem. There is also an excellent commentary, concise and fully adequate, supplied, with an index. This thoro scholarly edition of the work of one of the purest writers of Latin is a welcome addition to the available classic texts. The volume is well printed, and in large type and pleasing in form. (American Book Company, New York. \$2.25.)

Professor George R. Carpenter, of Columbia University, has prepared a volume bearing the simple title *ENGLISH GRAMMAR*. In his preface the author states that the present work is based on his *PRINCIPLES OF ENGLISH GRAMMAR*, which appeared some ten years ago, and has been carefully revised and in large measure rewritten. The material presented is such as is suited to the secondary school course. The proper arrangement, which is so important in a book on this subject, has been carefully considered, and the result is a logical unfolding of the science of grammar. A noticeable advantage of the present work over many similar volumes, is the writer's choice of language, which is clear and simple; well within the grasp of the ordinary student. Altogether, a most satisfactory text-book. (The Macmillan Company, New York. 75 cents, net.)

Mr. George Wentworth's long experience as an author of text-books in mathematics has enabled him to fit his *NEW ELEMENTARY ARITHMETIC* precisely to the needs of the years for which it is intended—the second, third, and fourth grades. It is simple in language and thought; the numbers used are not such as will confuse the beginner, but will illustrate the principle and process involved in the problem. The problems in the earlier part of the book deal with questions which will interest children. Accuracy and speed are sought, not by using difficult combinations of numbers, but by constant repetition. The plan of the book is excellently

worked out, thoro systematic and scientific. (Ginn & Company, Boston.)

The *RICHMOND SECOND READER*, by Celia and Harriet Estelle Richmond, is an attractive little volume filled with stories, poetry, and pictures sure to interest children. The illustrations are well chosen reproductions of famous masterpieces. The type is large and clear and the general appearance of the volume inviting. Great care has evidently been spent in the choice of words and in grading. A key to the pronunciation of letters, and a well-arranged word list are placed at the end of the book. (Ginn & Company, Boston.)

The constantly broadening field of agricultural study and instruction has created a greatly increased demand for books along this line. *EXAMINING AND GRADING GRAINS*, by T. L. Lyon, Ph.D., and E. G. Montgomery, B. Sc., both of the University of Nebraska, supplies a most excellent laboratory manual for the use of students in this department. The text is clear and concise, the cuts unusually well made. It will be a most helpful addition to the agricultural library. (Ginn and Company, Boston. 60 cents.)

Dr. A. J. George, of the Newtown, Mass., High School has edited with preface, introduction, and notes, Henry N. Hudson's *ESSAYS ON ENGLISH STUDIES*. Of the importance of these essays it is needless to speak. When a revision of Hudson's edition of Shakespeare was made it was deemed desirable to publish the essays in separate form, and the task was intrusted to Dr. George. The work has been well done, supplying us with an admirable edition of these remarkable essays, with full appendix and excellent notes. (Ginn and Company, Boston. 75 cents.)

Eliza Culvert Hall's *AUNT JANE OF KENTUCKY*, well deserves the success and popularity it is winning. Human nature fascinates us all, whether the expounder be a philosopher in cap and gown or in homespun. In fact, the latter is often far more convincing from the intimacy of the illustration and its everyday language. To make the acquaintance of Aunt Jane is an honor that everyone should seek, a pleasure which all may enjoy. A truly delightful and wholesome book, pleasingly illustrated. (Little, Brown & Company, Boston. \$1.50.)

Dr. Fred Morrow Fling, of the University of Nebraska, has prepared *A SOURCE BOOK OF GREEK HISTORY* which will meet admirably the needs of secondary schools. Its arrangement, as well as the presentation of the subject-matter, is excellent. It deserves the careful consideration of all teachers of Greek history. (D. C. Heath and Company, Boston. \$1.00.)

Felix J. Koch, who has already written a number of *LITTLE JOURNEYS* to various countries, now adds to the list *A LITTLE JOURNEY TO HISTORIC AND PICTURESQUE SHRINES OF CENTRAL NEW ENGLAND*. From this rich storehouse of historic incidents the author has gathered a most interesting collection, and pleasingly retold them.

It will be delightful for home reading, or for use as supplementary work in school. The large number of photographic reproductions add greatly to the value of this most attractive little book. (A. Flanagan Company, Chicago. 50 cents.)

The past, present and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.

Books Received.

Baldwin, James.—*AN AMERICAN BOOK OF GOLDEN DEEDS*. American Book Co. Price, 50 cents.

Clarke, George Herbert.—*SELECTED POEMS OF PERCY BYSSHE SHELLEY*. Houghton, Mifflin & Co. 50 cents.

Johnson, Willis E.—*MATHEMATICAL GEOGRAPHY*. American Book Co. \$1.00.

POOR RICHARD JR.'S ALMANACK.—Henry Altemus Co. 50 cents.

Crane, Thomas Frederick.—*JEAN ROTROU'S SAINT GENEST AND VENCESLAS*. Ginn & Co.

Hough, Theodore and Sedgwick; William Thompson.—*ELEMENTS OF PHYSIOLOGY*. Ginn & Co. Price, \$1.25.

Poulssohn, Laura E.—*LISBETH LONGFROCK*. Ginn & Co. 40 cents.

Wooster, Lizzie E.—*THE WOOSTER JUVENILE SPEAKER*. Laird & Lee, publishers. Price, 50 cents.

Cowles, Julia Darrow.—*THE ROBINSON CRUSOE READER*. A. Flanagan Company.

Wheeler, Albert Harry.—*FIRST COURSE IN ALGEBRA; BRIEF EDITION*. Little, Brown & Co.

Wheeler, Albert Harry.—*FIRST COURSE IN ALGEBRA*. Little, Brown & Co.

MOTHER GOOSE'S PUZZLE PICTURES.—The Henry Altemus Company, Publishers.

The Teacher—The Student need Murine Eye Remedy. An EYE TONIC. Soothes and Quickly Cures.

The Educational Outlook.

Vermont's new law, which offers to pay a large part of the salary of superintendents, where two or more neighboring towns having a certain number of schools will unite to form a supervision district, is working well. Already twenty-five such districts have been formed, and State Superintendent Stone expects that much benefit will be derived by the schools of these districts.

Spokane, Wash., is to have an administration building for the high school, to cost \$40,000. The structure will be of classic design, with an entrance of native marble, set off by two large Doric columns. It will include a gymnasium, lockers, and shower baths for girls and boys, a board room, a teachers' and general assembly hall, the superintendent's offices, clerk's office and vault, four supervisor's offices and a teachers' library.

County Supt. John S. Anderson, of Stevens County, Wash., states that while the schools are in excellent condition, it is apparent that the county will lack fifty teachers at the opening of the session in September. He thinks a special appeal will have to be made to the teachers' agencies to supply the vacancies that must occur.

Dr. M. P. E. Groszmann, speaking of his work for atypical children at the Groszmann School, Watchung Crest, Plainfield, N. J., says: "Such a child is on the borderland between the typical and the non-typical. It tends to become an increment to that vast army of the shiftless, indolent, vagrant, or criminal element; to the feeble-minded, insane, or morally perverted; to the unstable, unhappy, neuropathic victims of wrong environment and early educational blunders. That the balance can be inclined toward normal manhood and womanhood has now been determined. Tho it may become truly defective with years if neglected and thus be a menace and a charge upon society, it can be made into a valuable adjunct to its community by proper training."

During 1906-07 Mercersburg Academy, Mercersburg, Pa., was represented in more than forty different colleges and universities. Her graduates stood on ten different college honor rolls and won many honors in scholarships and literary work.

The Atchison, Topeka & Sante Fe Railroad has opened a school for shop mechanics at Topeka, Kans. Daily sessions are held from 7 to 9 A. M., and from 1 to 3 P. M. During the rest of the day the students work under the direction of the foreman in the different departments.

School Commissioner Randall N. Saunders, of Claverack, N. Y., recently addressed an out-door meeting held under the auspices of the W. C. T. U. of Philmont. Mr. Saunders chose for his subject "Education with Reference to the Public Conscience."

More Men Needed.

A report from South Dakota states that men teachers are extremely scarce. It is difficult to secure a man to fill the position of principal in a number of towns in the state. Many requests have been filed with the managers of Dakota Wesleyan University for teachers. The university authorities reported that all their graduates of this year and former years are employed. Salaries ranging from \$65 to \$75 a month are paid.

Vacation Indians.

The Pittsburgh Playgrounds Association engaged Wallace Springer and Joseph Blackhawk, students of the Hampton (Va.) Normal School, for instructors this summer, and the Wild West features of the summer instruction appealed to the boys. Tepees were erected, where the boys found shelter, and a campfire was kept going most of the time.

The boys were divided into two tribes, the Omahas and the Winnebagos, in honor of the tribes of their instructors. Carl Thuma, who is fat, rosy-cheeked, and blue-eyed, was chief of the Omahas, and bore the name of Sitting Bull, while Blackhawk, the chief of the Winnebagos, was a small, black-haired youngster, whose name at home is Lewis Meyers.

The boys were taught to make bows and arrows and learned to shoot them. They also learned to make moccasins and Indian suits.

The boys have learned to play hockey in the Indian style. Superintendent Burke supplied a big bundle of real old-fashioned "shinny sticks" for them. They are too small to take up the real Indian game of lacrosse, but their instructors hope by next year to interest them in that exciting sport.

Stop Flow to Other States.

It is estimated that four hundred teachers from Iowa will this fall enter upon work in various towns of Washington, California, Montana, Idaho, Minnesota, Wyoming, and other western states, while many others will find work in southern and eastern states.

The teachers and heads of schools remaining in the state will this year teach at an average increase of from \$10 to \$25 per month. Most of the boards have been forced to grant an increase in all grades in order to obtain teachers to take the positions. This is true of rural as well as city schools.

Birrell's Son.

Mr. Birrell, former Minister of Education in England, spoke once in the House of Commons as follows: "A child of my own attended for many years a Roman Catholic school. He received there the utmost kindness, and he looks back upon it as the happiest period of his life." Nothing has surprised him more, Mr. Birrell said, during his short tenure of office than to know how many Protestant children were in the habit of attending Roman Catholic schools. He said he had made some inquiry into the reasons which prompted Protestant parents to send their children to Roman Catholic schools, and he had not discovered that any religious results in the sense of inducing the children to become members of the Roman Catholic Church followed.

New Superior School for Girls in Belgium.

Consul W. P. Atwell reports that in October next there will be opened at Ghent, Belgium, a superior school of instruction for young girls. The principal courses given will be Dutch, French, English, German, with mathematics, physical and natural science, and the ancient languages, Latin and Greek. The physical and artistic education of the girls will be given special attention. The principal aim of the institution will be not only a thoro education, but of a practical as well as of a useful nature.

The first two years of the course will be principally devoted to the careful preparation of scholars for their entrance examination to the high schools of Brussels and Liege. A supplementary course of two years will permit the taking of the entrance examination to the university.

Chicago Vacation Schools.

The Vacation Board of Chicago has just closed its tenth and most successful year. Its work is supported by contributions from the Board of Education, women's clubs, business firms, and by private donations.

Twelve school buildings are turned over by the Board of Education for use of the summer schools. Nine of these are in the most congested district of Chicago and are situated in that part of the city bounded by Madison, Canal, and Thirty-first Streets and Ashland Avenue.

The children are taught housekeeping, sewing, the use of tools, etc., the object being to keep them off the crowded streets, their only playgrounds, by furnishing them an instructive amusement in the school buildings and grounds. The girls learn how to make dresses for themselves and all the little arts of good housekeeping. The boys find amusement in "making things" out of wood, brass, iron, and pottery.

Germany's Open-Air Schools.

In Germany, where education is more real and sensible than it is with us, says the London *Standard*, the system of open-air schools, which we have frequently talked of establishing, is no novelty. And from Germany we can learn the value of its adoption. For some time now the open-air summer school in the pine forests outside Berlin has been a going concern. There are taken every day for the thirteen weeks of the summer term, either by tram or by their own legs, a selected number of anaemic, consumptive, or scrofulous children from the communal schools of the city.

Their curriculum sounds agreeable, and is socialistic in the least objectionable manner. They are fed as well as taught. But the independence and prosperity of the German working-class family are sufficient for the payment in nearly all cases of the sixpence per day, which is the cost of feeding each child. Easy hours are arranged in which work and play and rest are alternated, and it is not insignificant to notice that a leaf seems to have been taken from the book observed by the ancient foundation of Eton.

In the Charlottenburg open-air school there is a short interval between every two lessons, and thus we find reproduced the system, or part of a system, that has been frequently criticized as symptomatic of Etonian idleness and waste of precious time. Apart from this, we find a period of two hours' sleep in the open air made as obligatory as any more prosaic study, and a long period set apart for organized games. The hours of the day, in fact, are made the most and the best of; bodily growth is encouraged, while the mind is carefully furnished, and as the result we find a wonderful improvement in the health of these selected children, many of whom grow up to be good and valuable citizens instead of succumbing to the physical degeneracy which nature has laid upon them.

Friends Schools.

Altho the public schools of Philadelphia, with a few exceptions, have often come in for severe criticism in the past, the private institutions have enjoyed a wide and well-deserved reputation for excellence. Especially is this true of those conducted by the Society of Friends. Among the most prominent is the Friends' Central School.

The steady purpose of the institution has been to qualify the pupils for success in life, in the higher sense, always associating the development of character with instruction. To this end the aim has been to bring each pupil under the influence of refinement and culture as exemplified by the faculty, and to develop self-reliance, earnestness, industry, and integrity. To insure this development the Friends' Schools are conducted on a closely knitted system, beginning with the kindergarten and culminating in a central or high school.

Archaeology for School Boys.

Archaeology is usually considered a university subject. There is, however, one large preparatory school in the country where such a department is successfully carried on.

An article on "Mound Exploration," printed in the *Philadelphia Press* in 1895, led to correspondence between Mr. Robert S. Peabody, of Germantown, Pa., an enthusiastic collector of archaeology specimens and the writer of the article.

The result of this correspondence was that in 1901 Mr. Peabody and his wife founded the Department of Archaeology at Andover, Mass. The endowment was sufficient for future maintenance and for the erection of a beautiful building suitable for museum purposes and containing a large lecture-hall, a library, and offices. Mr. Peabody's entire collection, numbering some 38,000 specimens, is now in this building, and on October 10, 1906, the specimens in the museum numbered 55,938. Thus far 114 students have taken the course in American archaeology.

Peddle Not to Close.

The report that Peddie Institute would have to close on account of the alleged peculations of one of the trustees of the endowment fund is declared false. Prin. R. W. Swetland has stated that the shortage might eat up much of the \$170,000 endowment fund, but added that the increase in business from pupils has been such in the last five years that it would only be a year or two before the receipts would have reached a point where there would be no use of the interest on the endowment fund for school expenses.

Secretary Cortelyou's Tribute.

Secretary of the Treasury George B. Cortelyou recently paid a splendid tribute to the work of Nazareth Hall, the historic Moravian Boarding School for Boys, established in 1875.

"During the long period of its existence," said Mr. Cortelyou, "Nazareth Hall has never swerved from its high ideals, nor has it yielded its convictions to meet the idle fancy of the hour in educational policies. It goes steadily on from year to year, adding whatever improvement is suggested by experience, dealing fairly and justly by other institutions of its grade, seeking only the support of those who believe in sound scholarship and wholesome living. It lays stress upon thoroughness, simplicity, manliness, and physical well-being. Its instructors are more than teachers; they are educators. It seeks to draw

out the best there is in a boy; that he may be honest and self-reliant and clean and true."

Laboratory for the Study of Children.

Prof. Albert Binet has established a remarkable laboratory for the scientific study of the physical, mental and moral value of children. The study is not academic; it has a practical pedagogical side, and those who are connected with the laboratory believe that every great educational center ought to have a similar institution, in order to separate the normal from the more or less abnormal children and to adapt the courses and methods of the schools to the respective capacities of the several classes of pupils.

The Paris laboratory has instruments for measuring muscular force, the development of head, shoulders, etc. It tests eye sight, attention, suggestibility, vital capacity, and memory. It brings out the relations between physical defects and alleged moral shortcomings.

An Uncrowded Field for Teachers.

A Philadelphia paper, speaking of the work of the Normal School of Physical Education and the Pennsylvania School of Massage, Medical, and Corrective Gymnastics, says:

"There are few vocations in life that offer to young men and women better opportunities for a useful, enjoyable, and remunerative work than the profession of physical training and development. Nor is there a field which has a greater demand for expert instructors and operators. The wide calling and capacity of replies from properly trained teachers has brought this vocation prominently to the front during the last few years, since the value of the development of the body, to keep pace with the intellect, has become fully recognized."

Federal Interest in Schools.

Representative Davis, of Minnesota, announces his intention of introducing a bill at the next session of Congress which will provide for the co-operation of the Federal Government with the States and Territories in the promotion of industrial and agricultural education.

"During the last twenty years," says Mr. Davis, "public schools of secondary or high school grade have made very rapid growth, showing that as our people increase in wealth larger numbers want education of a grade higher than that provided in the primary schools. Since only part of those attending high schools are needed in the professions it is clear that a large number of young men attending these schools must enter agricultural and mechanic industries, arts and trades, and no fact is more apparent than that a portion of our high school work for girls should be directed toward home-making."

"This bill contemplates building up a large class of people trained in high school courses, combining industrial and general education. With patrons and teachers from such schools, our primary schools will be able to carry agriculture, manual training, and home economics subjects into the primary, rural, and city schools. This bill will do much to bring all classes of primary schools to higher standards of scholarship, as well as to give their courses more of a practical bearing. This secondary education will also encourage selection on the part of pupils, enabling them to better choose for themselves those lines of endeavor in which their ability and interest will enable

them best to succeed. In this way this industrial education will provide for our colleges and universities students better fitted for the several lines of higher education and for the more or less technical vocation to which these collegiate and university courses lead.

"* * * * The peculiar reason for raising money for the purposes of this bill is that the Federal Government can initiate in every district in each State popular education relating to the industries and home-making, encouraging the States to do far more for themselves than they will do without this fund. It is not interference with States, it is not merely aid to the States; it is co-operation with the States; they to manage the new enterprises. It is not a new law in form, principle, or subject. It is merely another supplement to the Land Grant Act of 1862, which established State education and research in agriculture and in the mechanic arts, as already supplemented by the Hatch Act of 1887, the Morrill Act of 1889, the Adams Act of 1905, and the Nelson Act of 1907."

Senator at Teachers' Institute

The fifty-seventh annual county Teachers' Institute, which met in Pittsburgh the last week in August, was an unusual success. The faces of the 1,400 teachers that enrolled showed that vacation had been a great success, and promised well for the new year. The program included such speakers as Dr. Seorch, Dr. Gerwig, Dr. Heydirek, and others equally well known.

Senator LaFollete was also one of the speakers. An amusing incident occurred at the beginning of his speech. Earlier in the day he had been requested to keep off of partisan politics, and in opening his speech he said:

"I have been warned not to be partisan in my speech here this afternoon, but I want to say to the superintendent and the officials of the institute just what I think."

Before he could get any further, Superintendent Hamilton jumped up and declared that the institute was no place for the discussion of politics, and that the Senator would have to eliminate any partisan talk. After a hurried conference between the superintendent and the Senator, Mr. LaFollete proceeded with his speech.

High School Statistics.

Statistics compiled by the United States Bureau of Education and made public by Commissioner Brown in Volume 11, of the annual report for the year ended June 30, 1905, just issued, show that where there were 2,526 public high schools in 1890 with 202,963 students, in 1905 the number of schools had increased to 7,576 with 679,702 students, an increase of 200 per cent. in the number of schools and 235 per cent. in the enrollment. In 1895 there were 2,180 private high schools with 118,347 students, but in 1905 there were but 1,627 schools with an enrollment of 107,207. The public high schools enrolled about sixty-eight per cent. of the high school students, while in 1905 they had 86.38 per cent. of the pupils.



Of the 679,702 school students in the public high schools 288,391 were boys and 301,311 girls, and they were taught by 13,440 men and 15,021 women teachers. But 11.71 per cent. of the enrollment was graduated, thirty-six per cent. of the graduates preparing for college.

The department estimates that 43 per cent. of the pupils are in the first year classes, 26 per cent. in the second, 18 per cent. in the third, and only 13 per cent. in the fourth year.

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Equal Opportunities for Negroes

From an interesting account of the educational facilities afforded negroes in Texas, which appeared in the New York *Evening Post*, the following paragraphs are taken:

The public schools in Texas for negro children are superior to those of any of the other Southern States.

All the cities have not only good primary and grammar schools, but also good high schools for the colored boys and girls.

There are numbers of large settlements of negro farmers in east, north, northeast, central, and south Texas, and these invariably have public free schools running from six to eight months. There are, however, some sparsely settled communities that have poor school facilities owing to the small number of children and the proportionately small sum total of the State's per capita appropriation received by them.

So far, the movement to restrict the negro schools to the taxes paid by negroes has not prevailed. There is a sentiment in the State, however, favorable to this movement, and it seems to be gaining some headway. It is understood, however, that the Hon. T. M. Campbell, Governor of Texas, and the leaders of his administration, are not favorable to extreme or reactionary measures as affecting the negroes' educational opportunities.

THE STATE COLLEGE.

This was shown by the Governor's approval of the largest appropriation ever made by the Texas Legislature for the support of the State Normal and Industrial College for Negroes, located at Prairie View in Waller County.

This appropriation for the Texas State College for Negroes was passed by the Thirtieth Legislature as recommended

by the chairman of the Committees on Appropriations, Hon. John W. Willacy, of the Senate committee, and Hon. H. A. O'Neal, of the committee for the House of Representatives, and is one of the largest appropriations ever made for a like purpose by any State in the Union.

As the facts of this appropriation are becoming known among the colored people of Texas, a feeling of gratitude and appreciation is developing itself in their minds, and they are coming to cherish feelings for Governor Campbell similar to those they felt toward the late ex-Governor James Stephen Hogg, for whom Texas negroes entertained feelings of genuine affection, due to their entire confidence in his sense of justice, in his humanity, and his great moral courage—qualities the negro people have always been keen to detect and sure to appreciate.

Education in Madagascar.

The French are accomplishing a fine educational work in Madagascar. The native children are said to seek their schools with eagerness. They are diligent and possess marvellously retentive memories. The schools are under the rigorous administration of the general government.

Great stress is laid on technical education measured to the talent of the individual pupil. The teachers, most of them Europeans, direct work in the mills, studios, and workshops with stimulative enthusiasm. So interested are the pupils that many come in rags one hundred kilometers thru the brush, in order to attend.

The first year is usually devoted to general training; the second to specialization.

The Schoolboy of Old Greece.

A CONTRAST BETWEEN HIS TRAINING AND THAT OF MODERN YOUTH.

[Letter to the New York *Sun*.]

SIR: Kenneth Freeman, who was a Winchester boy, and a scholar of Trinity College, Cambridge, and who died at the early age of twenty-four, took pains during his school days to get in touch with the Greek schoolboy of more than two thousand years ago.

About two or three hundred years before Christ the three R's of a Greek boy's education were reading, lyre playing, and gymnastics, and it was supposed that a boy of fourteen knew how to read and write, string and play the lyre, and take gymnastic exercise. At the age of fourteen primary education was to be completed. Secondary education was reserved only for the sons of the wealthy, and lasted until a boy was eighteen. It was then that he became an "ephebos," and had to undergo two years of military training, which lasted until he was twenty. The children of the rich were sent to school at an early age, and did little more than look on while their elders worked. Aristotle, in his *Ideal State*, imposes two years of this playing at school upon the children of the wealthy.

School life usually began when a boy was about six years old. Before this he received the religious education of the nursery in the fables, the ballads and mythology of the nation. The shy, modest boy of ancient Greece is a contrast to the loud, noisy, pushing boy of modern America. The following is one of Mr. Freeman's anecdotes: An Athenian boy who had achieved a great victory in the games sat at table while his elders reclined. Some one asked him what he was most proud of. "Your

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CHICAGO

victory, we suppose," they said. The boy blushed, and replied: "No, I am not." "Of what, then?" some one asked. "Of my father," replied the boy, as he embraced him. Such boys were a feature of the age.

set and were renewed at sunrise. The school fees were paid by the month, and deductions were made for sickness and public holidays.

Brooklyn, July 26. AN OLD BOY.

who will visit the home and investigate the cause of the absence. The doctors will give instructions in the care of the health and have general supervision of sanitary conditions.

Among the winners of prizes at school were the following: For reading, Agathokles; for rhapsody, Miltiades; for playing the lyre with the fingers, Xenon; for playing the lyre with an instrument, Kleoites. Here is a specimen of the program of an athletic festival three hundred years before Christ: Long distance race, four hundred yard race, two hundred yard race, wrestling. Pankration and pankration for general excellence.

In those days, as at the creation, "the evening and the morning" constituted the day, and school hours began at sun-

Plan Medical Inspections.

Health Commissioner G. A. Badin, of Milwaukee, at the suggestion of the committee on health, will draft an ordinance and submit it to the common council providing for systematic medical inspection of the public schools, commencing January 1, 1908.

The cost will be about \$8,000 a year. The plan is to appoint physicians to visit every school in the city periodically and look over the children. If a child is absent for three days his name and address will be reported to the physician,

Moravian Seminary.

It is the proud boast of the Moravian Seminary, Bethlehem, Pa., that it is the oldest institution of its kind in America. It was founded in 1749 and among its famous graduates are women famous in the country now and in former years.

Eleanor Lee, niece of George Washington, was one of the first graduates from the Moravian Seminary, while Chancellor Livingston's daughter, Cornelia, afterwards wife of Robert Fulton, also attended the school.

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Work of Examiners.

City Superintendent Maxwell has assigned the members of the Board of Examiners for the coming school year as follows:

Jerome A. O'Connell—Licenses to teach in high schools, training schools, sewing, manual training, kindergarten, truant schools, ungraded classes. Office hours, Monday, 2 to 4 P. M.

George T. Smith—Licenses to teach physical training, principals, evening elementary and high schools, music. Office hours, Tuesday, from 2 to 4:30 P. M.

Walter L. Hervey—Licenses as assistant to principal, license No. 1, substitutes, approval of courses. Office hours, Thursdays, from 2 to 4:30 P. M.

James C. Byrnes—Licenses for promotion and teachers of the graduating class, vacation schools and playgrounds, evening recreation centers, cooking, shopwork, and German in elementary schools—outside experience. Office hours, Wednesdays, 2 to 4:30, P. M.; and Saturdays, 9 A. M. to 12 M.

Teachers' Examinations.

The Board of Examiners announce a number of examinations to be held shortly at the Board building, Park Avenue and Fifty-ninth Street.

September 26, for license as teacher of deaf. Qualifications—High school graduation or equivalent, one year of professional training, and two years' practice or equivalent.

October 8 and 9, for license as teacher of physical training in elementary schools. Qualifications—Equivalent of high school graduation and two years of professional training, with three years' experience or equivalent.

October 9 and 10, for license to teach shopwork in elementary schools. Qualifications—High school graduation or equivalent and professional training with practice.

October 14, for teachers of sewing in elementary schools. Qualifications—High school graduation, professional training, and one year's experience.

October 15, for special teachers of music in elementary schools (men only). Qualifications—High school graduation or equivalent, with two years' professional training and three years' experience in teaching or its equivalent.

October 23, for elementary teachers of cooking. Qualifications—High school graduation or its equivalent, with professional training.

October 30 and 31 (at DeWitt Clinton High School), for teachers in high school subjects.

To Train Teachers of Defectives.

New York University will establish the first university department for the specific training of teachers of backward and defective children this fall. The opening of the department is due to the great demand for teachers specially equipped for this work, which has followed the creation in the public school systems of many large cities, of special bureaus for dealing with abnormal pupils, the training of whom by special methods has been found to be a source of great educational economy.

The special course on backward children which has been arranged as a feature of the School of Pedagogy by Dean Thomas M. Balliet, will be given by Miss Adaline M. Simpson, principal of Public School 110, Manhattan, where nearly a thousand defective and backward children are under instruction each year, and have been made almost

self-governing under a "school city" plan. Her work will consist of practical lessons on methods and devices for teaching the feeble-minded, supplemented by a series of exercises in manual training and gymnastics, rhythmic movements, and plays designed particularly to aid these handicapped little folks.

Citizen-Making.

In Touro Hall, Philadelphia, the Hebrew Education Society is maintaining a trades school with an enrollment of 2,500 students. Men and women, most of them recent immigrants, give their evenings, night in and night out, summer and winter, to obtain an elementary or a technical education. Few free institutions in this country can show the list of courses which this society offers—seventeen in all, of which eight are devoted to English, and the rest deal with trades necessary to a livelihood—men's garment cutting, plumbing and gas-fitting, operating sewing machines by power, telegraphy, typewriting and stenography, dress-making, millinery, cigar-making, and mechanical drawing.

The social life of the school is made a feature by getting the pupils together on stated occasions for concerts and general entertainment. Every national holiday finds the splendid assembly room of the hall crowded to the doors, and representative men deliver addresses. Emphasis is laid on the duty the men and women in the audience owe their new country, a mode of approach which is not difficult when the horrors thru which the majority in the audience have passed in autocratic countries is considered.

Many Changes in Iowa.

Iowa this year loses a number of teachers whose work has been well-known thruout the state for years. There are also a number of changes from one town to another.

O. C. French, who has given twenty-two years of successful service as the superintendent of the Creston Schools, has been succeeded by Adam Pickett, of Mount Ayr. Supt. O. E. Matwell, of the Hampton schools for a period of seven years, goes into business. S. R. Fritz, for the past two years at Rockford, goes to Hampton, and F. J. Miller, of Springdale, goes to Rockford. Charles E. Blodgett, for six years at Logan, becomes the successor of C. M. Cole at Atlantic, who will go into the mercantile business. After one year at Iowa City, Supt. A. V. Storm resigned to join the faculty of the state college at Ames. H. E. Blackmar, who has been at Iowa Falls for four years, goes to Iowa City, and L. Hezle Wood, Mr. Blackmar's predecessor, will return to Iowa Falls.

J. B. Young, after being connected with the Davenport schools for thirty-seven years as superintendent, is succeeded by F. L. Smart, who has been the principal of the high school for the past eight years. George R. Marshall, for the past six years high school principal at Sioux City, succeeds Superintendent Smart in the Davenport high school. Supt. R. S. Whitley, of Ida Grove, becomes high school principal at Sioux City. J. C. Hagler succeeds to the Ida Grove vacancy.

Good Advice to Take Home.

"Don't grumble, don't bluster, don't dream, and don't shirk; Don't think of your worries, but think of your work. The worries will vanish, the work will be done; No man sees his shadow who faces the sun."

—Albany Citizen.



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THOMAS M. BALLIET, Dean.

NEW YORK, Aug. 16, 1907.

In and About New York City.

The Board of Education is going to use a large number of portable schools to combat the part-time problem. Fifteen such school buildings are to be provided in Brooklyn, a much larger number in Queens, and a few in the Bronx. The plan has been tried before in one or two schools in Brooklyn, but never on such a large scale as at present.

The board of superintendents has decided that no person should be appointed as principal of an evening high school who is not a principal of an elementary day school or a first assistant in or principal of a day high school, or who has not been at some time a principal of an evening high school.

Decoration of school buildings, tried in certain of the high schools, particularly the DeWitt Clinton in Manhattan and the Morris High School in the Bronx, will be extended to the elementary schools if the interest manifested by citizens continues. The committee on elementary schools of the Board of Education has under consideration a list of decorations which a committee of citizens of the First Ward, Brooklyn, proposes to furnish for new Public School 8, Hicks and Middagh Streets. The offer will be accepted by the Board of Education.

The 1908 Budget.

The executive committee, acting for the Board of Education, has accepted the 1908 budget as presented by the finance committee, and will submit it at once to the Board of Estimate and Apportionment. The appropriation asked for is \$31,641,323.75—\$23,090,571.37 for the general school fund and \$6,550,752.38 for the special school fund. The increase asked for the general school fund was

\$5,244,700.79 and for the special fund \$1,480,694.80.

A number of commissioners offered objections to several of the items, especially those items regarding increases in salary for teachers, the secretary of the committee, the auditor, and the director of physical training. An endeavor was made to cut these increases out of the budget, but to no avail, all the resolutions to that effect being voted down.

The School Teachers' Salaries.

As members of the executive committee of the Board of Education Messrs. George Freifeld and Nathan S. Jonas are quite too anxious to save the Board of Estimate the pains and responsibility of voting needed school salary increases. Mr. Jonas, when the school budget of \$31,641,323 was approved by the committee Tuesday, said:

"We should not allow a single increase of salary. The condition of the city's finances does not warrant it. The Board of Estimate is not only responsible to the city, but will be called to account if a single increase of salary is allowed."

The city must pare its finances closely this year. But if it pares the appropriations for the schools it will cut into the quick. Ignorance, especially foreign ignorance, breeds crime. Lack of school-houses and of capable school teachers in this great immigrant city will undo the work of its police. Two-thirds of the increase of \$3,128,567 in teachers' salaries—which constitutes the excess above the normal budget increase—will be devoted to strengthening the elementary school system. There have been salary increases in other departments of the city government that might easily be dispensed with. Let these first be scaled down.—New York Times.

The Truant Question.

Mrs. Florence Todd, of the Kingsbridge Branch of the Woman's Municipal League has been investigating the truant question, and says:

"There are three main factors in truancy—the failure of the school to interest the pupil, home environment, and physical causes. Does our present school system bring out the boy's best sense of responsibility, honor, and civic pride? Do we sufficiently differentiate our educational courses to meet the requirements of different classes of pupils? The present curriculum seems formed for the child who is to pass thru primary, grammar, and high schools, and then on to city college or university. In fact, it is adapted to the demands of the head workers, yet the large majority of our public school children are to be hand workers, whose necessities, or those of their parents, will not permit a long period of training.

"All boys like the 'gym,' and if the gymnasium and manual training work began in the third instead of in the seventh year, there would undoubtedly be a large decrease in truancy. The indifferent and uninteresting teacher has much to answer for in this regard, and the part-time classes, giving the child time for so much play that its attraction becomes greater than that of the school, certainly lead to truancy.

"Many parents seem unable to control their children, more are careless, and others curse the law that compels them to send their children to school until they reach the age of fourteen. Thus in the home life is found one of the great roots of truancy, and a large force of volunteer workers is needed to undertake friendly visiting at the homes of the children with the object of keeping the parents, pupils, and schools in close touch, without in any way usurping the functions of the attendance officers."

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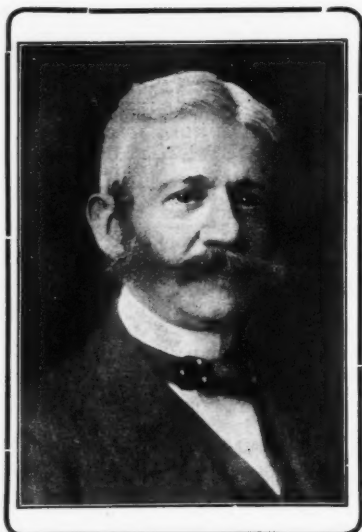
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Remarkable Growth.

The growth of the Pennsylvania State College during the last few years of its half century of existence has been remarkable, both in the number of its students and the scope of its work. The recent catalog shows not only the largest enrollment—898 students—in the history of the institution, but many improvements in equipment, buildings, and courses of study.

Having its origin in the desire to levate the business of agriculture, it has, without losing sight of its primary aim, developed systematically and logically opportunities for obtaining a general education along classic and scientific lines. At this time it has obtained a high reputation for technical education in chemistry and engineering.

Esperanto and its Inventor.

Tired language teachers will hear with joy the possibilities of Esperanto, the new universal language. Its disciples are holding their second annual convention in London this month. The first was held in Geneva in 1906. It took about ten years for the new language to obtain serious attention. It was introduced to the world in 1887 when Dr. Zamenhof published a little book entitled "An International Language." Since 1897 its progress has been rapid.

The Esperanto Association now has more than two hundred groups scattered all over the world. Esperanto has been added to the curricula of many European schools and colleges. The London Chamber of Commerce has decided to include it in its examinations in its educational department, placing it on an equal footing with English, French, and Spanish. The inventor of Esperanto, Dr. Zamenhof, is of Jewish origin and was born forty-eight years ago in Bialystok, Russia. He became thoroly familiar in youth with Russian, German, Polish, and Yiddish. Later he added French, Hebrew, and English to these. He thought out the principles of Esperanto in the scanty leisure he could secure while busy as a medical oculist at Warsaw. In spite of the fame brought him by Esperanto, he continues to practice his profession.

Lehigh's New Dormitories.

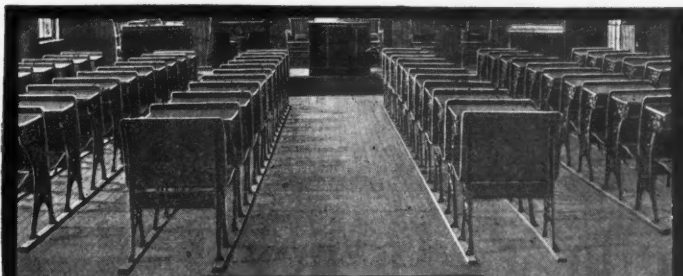
After many years Lehigh University has gone back to the dormitory system. The new dormitories that were erected with the aid of a gift of \$100,000 from Andrew Carnegie are about completed, and will be ready for occupancy when college opens.

The structure, which is built of concrete and iron, is two and one-half stories high. It contains twenty-eight single rooms and 108 double rooms or suites of two rooms with connecting sitting room. In all 136 students can be accommodated. This is about one-fifth the total registration at the university.

To Pay for Manual Training School.

The Jones & Loughlin Steel Company, of Pittsburgh, among the largest employers of labor in that great manufacturing city, after waiting in vain for the school board to inaugurate a trades school, have offered to equip and maintain a free manual training school if the Board of Education will take it under its control.

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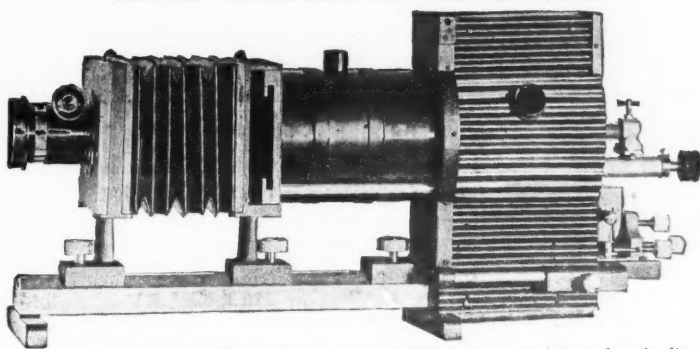
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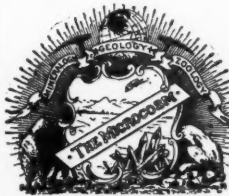
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No Party Emblem.

The non-partisan ballot for members of the Board of Education will be used for the first time at Youngstown, Ohio, at the coming fall election. The non-partisan feature is far reaching and it is confidently predicted by those favorable to election reform that it will prove their theory that better officers can be secured by the elimination of party emblems from the ballot.

The section of the State statute relating to the elections of school boards provides "that the names of all candidates for members of the board of education shall be placed on one independent and separate ballot without any designation whatever, except for member of board of education, and the number of members to be elected."

Explosion of a Fundamental Fallacy in Diet.

Liebig, who ranks among chemists as Hannibal ranks among generals and as Dante ranks among poets, taught that muscular energy is derived from the assimilation of proteid foods. The organic foodstuffs, it must be remembered, are of three distinct types. Dr. Russell H. Chittenden, the famous physiological chemist of Yale, classifies all digestible forms of nutrition into proteids or albuminous foodstuffs, carbohydrates, and fats. "All animal and vegetable foods, whatever their nature and whatever their origin, are composed simply of representatives of one or more of these three classes of food principles." Now proteid substances, regarded with such an appreciative eye by Liebig, have the special characteristic of containing about sixteen per cent. of nitrogen. "In addition, they contain on an average of fifty-two per cent. of carbon, seven per cent. of hydrogen, twenty-three per cent. of oxygen, and a slight percentage of sulfur." Proteid or albuminous substances constitute the chemical basis of all living cells, whether animal or vegetable. "This means, expressed in different language, that the organic substances of all organs and tissues, whether of animals or plants, is made up principally of proteid matter." Thus proteid substances occupy a special importance in human diet, of animal diet generally, in fact.

To say, as the scientific press is now practically saying, that the effect of Doctor Chittenden's new work on the nutrition of man is to prove the proposition that energy is more adequately derived from vegetable foods than from proteids, is to herald the collapse of a fundamental fallacy in diet.—*Current Literature* for September.

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While I am Alive.

How much would I care for it could I know

That when I am under the grass or snow,
The raveled garment of life's brief day
Folded and quietly laid away;
The spirit let loose from mortal bars,
And somewhere away among the stars,
How much do you think it would matter then

What praise was lavished upon me, when,
Whatever might be its stint or store,
If neither could help nor harm me more?

If, while I was toiling, they had but thought

To stretch a finger, I would have caught
Gladly such aid to buoy me thru
Some bitter duty I had to do;

Tho when it was done they said (maybe
To others—they never said to me—
The word of applause so craved, whose worth

Had been the supremest boon on earth
If granted to me then), "We are proud
to know

That one of ourselves has triumphed so."

What use for the rope, if it be not flung
Till the swimmer's grasp to the rock has clung?

What help is a comrade's bugle blast
When the peril of Alpine heights is past?
What need the spurring paen roll
When the runner is safe beyond the goal?
What worth is eulogy's blandest breath
When whispered in ears that are hushed in death?

No, no! If you have but a word of cheer,
Speak it while I am alive to hear!

—MARGARET J. PRESTON.

The Sinn Fein.

Seumas MacManus, writing in *The North American Review* for August 16, gives a most interesting picture of the work of "Sinn Fein," the new Young Ireland party. Their work against intemperance as a means of helping the movement is most interesting. "Still another practical work that young Ireland is and has been successfully performing, is the eradication of the drink evil. Tho as shown by statistics, and despite popular tradition, an Irishman drinks less than either the Englishman or the Scotchman, the Young Ireland Party are determined that, in the future, the Irishman's annual drink bill will not bear comparison with that of Englishman, or Scotchman, or Frenchman, or American. They hope by taking hold of the rising generation, and enlisting them in an anti-drink crusade, entirely to eradicate the drink habit here. The workers in the new movement are almost entirely non-drinkers; thousands of them have come to consider it disgraceful to enter a public house. Recognizing, too, that the treating habit in Ireland was responsible for far more drinking, and even drunkenness, than was love of drink itself, they adopted an anti-treating pledge, a pledge forbidding a man either to take a treat or give a treat, and have carried on, thruout the country, an anti-treating crusade, till now there are hundreds of thousands of people in Ireland pledged against treating, which, it is confidently believed, will fast fall into disrepute and disuse. The anti-drinking portion of the new party's program cuts two ways; not only must it uplift the country morally and materially, but it may deprive England of a five-million-pound drink revenue, which has been annually going into the Imperial exchequer from Ireland."

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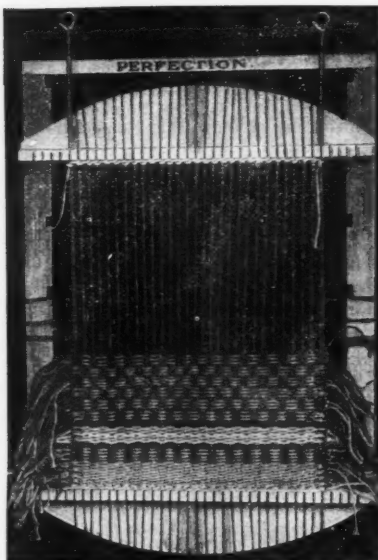
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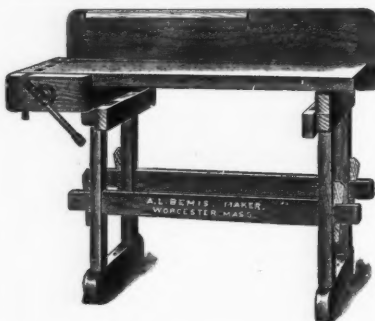


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"Teacher's fault," replied the boy.

"How is it the teacher's fault?"

"She moved the little boy that sat next to me."

Proof.

HEGSON—"Is he unpopular?"

Negson—"Well, every time a dog is poisoned in the neighborhood everybody thinks he did it."—*Exchange*.

An Irish Twister.

PAT—"Mike, 'tis drunk yez be."

MIKE—"A lie, a lie, you're spaking. Yez would not dare to spake thus if Oi was sober."

PAT—"If yez was sober y'd have the common sense to know yez was drunk."—*London Tribune*.

Vigorous Oratory.

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lowed a good deal in your speech to the jury?"

LAWYER—"Yes, but you see my argu-
ment was so slim that I had to use force to make them swallow it."—*Detroit Free Press*.

In the Jury Room.

Jurymen who have experienced the misery of trying to secure unanimity in a verdict will appreciate this story. The jury had been locked up for hours. At last the officer of the court was instructed to provide refreshment.

"Shall I order twelve dinners?" he said to the foreman.

"Make it eleven dinners and a bale of hay," replied the weary foreman.—*Exchange*.

The Marriage License.

You got back, massa, from de town?

You fetch my ma'yage license down?

Dem license read for Sal and me?

Dat's a pity, massa, 'caze you see

Since you been gone I change my min',

And conclude I'll marry Adeline—

Des you take dem license and change de name—

And lemme ma'y on 'em all de same.

You can't do dat? Cost me two dollars

mo'?

Oh, no, sah, massa! No, sah, no!

Des leave de name dat's writ dar Sal's,

'Caze dar ain't two dollars diffunce 'twixt

dem gals!

—MARTHA YOUNG, in *The Circle*.

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